

Quality Counts
Indiana Charter School Program Grant
REQUEST FOR PROPOSAL 84.282A
2018-2019
Final Approved Version

Final Due Date: July 31, 2018 4:30 p.m. ET

Technical Assistance Opportunities

**Technical
Assistance Webinar:**

<https://www.doe.in.gov/grants/charter-school-program>

**Submit application and
budget at:**

<https://form.jotform.com/73124027451952>

Federal Program Title:	Expanding Opportunities through Quality Charter Schools Program (CSP) to State Entities
Federal Agency:	U.S. Department of Education
State Agency:	Indiana Department of Education
CFDA Number:	84.282A
Award Name:	Quality Counts FY 18
Award Number:	<i>U282A170017</i>

Important Dates

May 15, 2018 : Project period start date—the date to which grant awardees are able to date back reimbursements

June 27—June 28, 2018: Technical Assistance appointments

July 31, 2018 4:30 p.m. EST: Proposal due date

August 1, 2018: Start of peer review period

September 1, 2018: Notification of initial awards

July 12, 2018: Quarterly charter school authorizer collaboration meeting

Purpose of the Grant

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process.

Eligible Applicants

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open a new school, expand an existing school, or replicate a high-quality public charter school. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

High-Quality: Quality Counts emphasizes high-quality charter schools, which are demonstrated by

New schools wishing to open

- 1) Based upon the submitted plan
 - a. A new school applicant will be deemed high quality upon IDOE receipt of their peer reviewer score, which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.

Existing schools wishing to expand or replicate will be considered a high-quality applicant by meeting the below requirements and based upon the submitted plan which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.

- 1) Accountability grade of A or B: Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state averages)
- 2) No significant issues in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective

action plans with the IDOE.

- a. Student Safety:
- b. School Finance
- c. Operational Management
- d. Statutory or Regulatory Compliance

- 3) Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan

Open and Prepare for the Operation of a New, High-Quality Charter School: A developer for a new charter school must have opened within the past three years (Fall 2015) or submitted a charter application and plan to open within 18 months. Evidence of a new school being developed should be in the form of authorizer meeting minutes documenting receipt or approval of a charter, a school corporation number issued by the IDOE, or documentation of an existing charter modification. Other evidence may be accepted per the discretion of the IDOE.

Replication of a High-Quality Charter School: Replicate means to open a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter.

Expansion of a High-Quality Charter School: Expand means to significantly increase enrollment (50% or more growth) or to add one or more grades to a high-quality charter school beyond the original charter.

Early Childhood Programs: According to the [CSP Guidance on the Use of Funds to Support Preschool Education \(December 2014\)](#), CSP funds may only be used to support Indiana preschools in charter schools that also provide at least one elementary or secondary grade during the grant period. Charter schools that serve only preschool students may not be supported by CSP funds because preschool is not part of elementary education under Indiana law.

Early childhood education programs shall be considered high-quality, to be satisfied by participating in Indiana's [Paths to Quality \(PTQ\)](#) and achieving a level 3 or 4 on the childcare quality rating and improvement system. Research shows that high-quality early childhood programs prepare children for future success through a high-quality educational environment. The PTQ system assesses and works to improve the quality of care and education.

In order to meet the definition of a charter school under section 310(1) of the ESEA, the preschool or any other charter school shall not charge tuition for any students within the school for any part of the day. The school may charge reasonable curricular fees.

Early Childhood programs must be a site that will offer pre-school or pre-kindergarten directly through the charter school, and include at least one grade in Kindergarten through 3rd grade. (Early Learning is defined as birth through age 8).

Postsecondary: Refers to secondary charter schools (e.g. high schools) that promote a focus on college and career readiness programs for their secondary students, such as dual credit, international baccalaureate, advanced placement, or career and technical education are eligible to apply, if the school meets the above definition of a high-quality charter school program. Post-Secondary education is considered to be grades 9 through 12.

Rural: The charter school must be located in a rural local code, as defined by the U.S. Department of Education. If you are a new charter school and do not yet have a rural designation by the U.S. Department of Education or the Indiana State Department of Education, we will use the local education agency in which the charter school is located.

Availability of Funds

The maximum award to a subgrantee shall be a total of \$900,000 for no more than five years, of which no more than 18 months shall be for post-charter planning (prior to the school opening). The planning period ends at the end of the business day before the first day of school. Thus, the grant recipient's first day of school (for students) will be considered the first day of year one funds. The planning period budget may not exceed \$300,000 and the planning period timeline may not exceed 18 months. The funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Any funds not considered reasonable and necessary will be removed from the final approved budget and the department shall reduce the total award accordingly.

Fund availability will begin on the due date for applications. Therefore, Cohort 2 applicants, if approved, may submit reimbursements dating to May 15th, 2018, as the project period start date mentions above. However, spending is done at the applicant's own risk until the budget is formally approved by the IDOE.

The IDOE expects to award between 10 to 15 subgrantees each year, for at least two years but up to four years. An eligible applicant may use not more than 18 months for planning and program design and may not receive more than one subgrant under this program during the four-year project period.

A charter school that previously received CSP funds for the opening or replication of a high-quality charter school is not eligible to receive funds from this grant for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand beyond its original grades

if the school is a high-quality charter school. A charter school may not have more than one Quality Counts subgrant at a time, but does not affect their eligibility for additional technical assistance opportunities offered through the Quality Counts grant.

The project period for each subgrantee shall be at least two years but up to five years. After the conclusion of each year within the approved project period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant after each fiscal year.

Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the quality of the submitted grant, and the costs that are budgeted being reasonable, allowable, and allocable.

Use of Funds

Allowable activities that may be supported by CSP funds shall include one or more of the following:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with
 - a. Providing professional development; and
 - b. Hiring and compensating, during the eligible applicant's planning period (no more than 18 months) specified in the application for funds for one or more of the following
 - i. Teachers
 - ii. School leaders
 - iii. Specialized instructional support personnel, such as special education or English learner teachers
- 2) Acquiring supplies, training equipment including technology, and educational materials (including development of materials)
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). Minor repairs and renovations must not increase the value of the property and may only qualify if they help the building meet structure codes and regulations as dictated by state or federal law. Renovations must be approved in writing by the IDOE and can only date back to the submission date of the application.
- 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school
- 5) Further guidance regarding the use of funds can be found in the [CSP Nonregulatory Guidance](#), specifically in sections D-2 through D-5 and the [US Department of Education's ESSA Flexibility Frequently Asked Questions \(FAQ\) from December 2017](#).

In accordance with 2 CRF 200, all funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Justification of all

costs provided within the budget narrative will serve in making all reasonable, allowable, and allocable decisions.

Monitoring

The department will utilize a risk assessment tool to determine the depth and breadth of monitoring required for subgrantees (CSP grant recipients). Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Dependent upon the results of the risk assessment, subgrantees may participate in:

Desktop Review: Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

Onsite Visit: IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review educational programming through classroom observations, interviews with staff, and a review of policies and procedures. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions including re-payment of CSP grant funds.

Requirements

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law. Each school shall have a written performance contract with the charter school authorizer that includes a description of how student performance will be measured on state assessments.

Each charter school project leader and board president shall sign further assurances stipulated within the grant in order to participate in the CSP project.

Enrollment Policy: Participating schools shall admit students on the basis of a lottery if more students apply for admission than can be accommodated. Children who are enrolled in the immediate prior grade shall be automatically enrolled in the following grade level. In addition to preference for students already enrolled in a charter school, Indiana Code 20-24-5-5⁶ provides that a charter school may give enrollment preference to children of the charter school's founders, governing body members, school employees, and preschool students who attended at least a Level 3 or 4 Paths to Quality preschool in the same charter school. In accordance with Indiana code IC 20-24-5-5, students who qualify for free and reduced lunch may also be given preference in school admission if the preference is specifically

provided for in the charter application and approved by the charter school's authorizer. In order to meet the federal definition of a charter school, the preference must be slight, as determined and approved by the IDOE for federal grant purposes, and must be clearly defined in the charter application and school enrollment policy. No additional preferences may be provided for children outside of the descriptions above. In order to receive Quality Counts CSP funds, the preference in weighted criteria given to children of founders or employees must be limited to 10% of the charter school's total student population.

Tuition and Fees: Students shall be admitted at no-cost, including those enrolled in early childhood education or postsecondary education programs. Schools may charge reasonable curricular materials if the school participates in the textbook assistance program to ensure no barriers exist to enroll low-income children.

Under no circumstances may a family's ability to pay for curricular materials impact a student's enrollment or attendance in a charter school. Under Indiana Code 20-33-5-11, a charter school may not withhold curricular materials and supplies, require any special services from a child or deny the child any benefit or privilege because the parent fails to pay required fees.

Technical Assistance

The important dates listed within the application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. Additional guidance may also be found in the [Nonregulatory Guidance for CSP funds](#), however this document is in the process of being updated. Technical Assistance meetings will be available on June 27th and June 28th and may be scheduled by e-mailing Charter School Specialist Amreen Vora at avora@doe.in.gov. If further opportunities for technical assistance are needed beyond these dates, then the prospective applicant may email the IDOE charter school specialists, Beatriz Pacheco at bpacheco@doe.in.gov or Amreen Vora at avora@doe.in.gov.

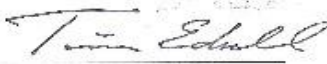
Submission Process

Email the full application and budget by the submission due date of July 31st, 2018 4:30 p.m. EST, through the on-line portal. A team of expert peer reviewers will utilize the peer review rubric to determine the successful applicants. Submission of a grant application does not guarantee funding, as the application is competitive. Once an application has been approved, then further documentation will be required to process the application, including evidence of tax clearance and registration with the Indiana Department of Administration.

Quality Counts:
Indiana Charter School Program Grant Application
2017-2018

Applicant Entity: Indiana Agriculture and Technology School

Contact Person for Grant: Keith Marsh	Title: Executive Director
Total Grant Funds Requested: (Up to \$900,000): 897,752	Total Project Period Months Requested (24-48 months): 36
Application to: X Open Expand Replicate	Expected Date School will Open, Expand, or Replicate: August 2018
Charter Authorization Approval Date: 9/7/2017 If not approved, please check Pending: <input type="checkbox"/> Indicate date on which charter application was submitted:	Charter Application Renewal Date: 6/30/2024
<p>Have you submitted a charter application for authorizer approval to more than one IN authorizer agency within the past three years?</p> <p>Yes: <input type="checkbox"/></p> <p>No: <input checked="" type="checkbox"/></p> <p>If YES, please list to which authorizing agencies the applicant has submitted a charter application. Please provide the date of application and indicate approval or denial status, as applicable:</p>	
Proposed Charter School Address: 1982 S. Morgantown Rd. Morgantown Indiana, 46160	
Applicant Address (if different than proposed address): 650 East Carmel Drive, Suite 125, Carmel, IN 46032	
Applicant Telephone: 317-975-2746 Ext. 700	Applicant Email: kmarsh@indiana.ag
Fiscal Contact	
Fiscal Manager: Beth Marsh	Title: President/CEO Bookkeeping Plus
Telephone: 317-462-2049	Email: bethm@bookingplusinc.com

Charter School Board Contact Information	
1. Board President: Allan R. Sutherlin	2. Email: asutherlin@indiana.ag
3. Board President Address: 3670 Haverhill Dr. Indianapolis, IN 46240	
Authorizer Contact Information	
1. Authorizing Agency: Niveh-Hensley-Jackson United School Corporation	2. Authorizing agency contact person: Dr. Timothy Edsell, Superintendent
3. Authorizing agency contact telephone: 317 878 2100	4. Authorizing agency contact email: tedsell@nhj.k12.in.us
5. Authorizing agency address: 802 S. Indian Creek Drive, Trafalgar, IN 46181	
<p>20 U.S.C. § 5203(c)(3) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. The signature by the designated official from the charter school authorizer signifies that this requirement has been met:</p>	
<p>Tim Edsell, Ph.D.</p> <p>Authorizer Official Printed Name</p> <p></p> <p>Signature</p>	<p>Superintendent</p> <p>Title</p> <p><u>7/24/2018</u></p> <p>Date</p>

Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (please check each box by clicking inside the box).

- ☒ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.
- ☒ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open with 18 months.
- ☒ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.
- ☒ 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.
- ☒ 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.
- ☒ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.
- ☒ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [ESEA, specifically section 4303, which begins on page 246](#), in

the hyperlinked document.

☒ 8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

☒ 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.


☒ 10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

☒ 11. The applicant agrees that in order to receive funds from the FY 2018 CSP funds, they must have an approved charter granted to them by an authorizing body by the time of the anticipated beginning of the Planning Period or Year 1 listed in the grant.

☒ 12. I hereby certify the plans for safe school and emergency preparedness for the school corporation have been reviewed and revised if necessary as required by Title 511 IAC 6.1-2-2.5 of the State Board of Education rules. I certify that the school leader has submitted evidence to the state via <https://www.doe.in.gov/safety/safe-schools-and-emergency-preparedness-planning-certification-form> to indicate that such a plan is in place. Plan has been included as an appendix in the application.

For more information about developing a Safety Plan, please contact the School Building Safety and Security Department at the IDOE, David Woodward, Director, dwoodwar@doe.in.gov, Ryan Stewart, School Safety Academy Specialist, rstewart@doe.in.gov, Deborah Swain-Bayless, School Safety Specialist, dsbayless@doe.in.gov.

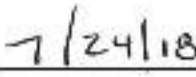
I have read the above and agree to all terms and assurances.



Signature of Project Contact



Signature of Board President



Date Signed



Date Signed

Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year 2018-19	7-12	550
Second Year 2019-20	7-12	1000
Third Year 2020-21	7-12	1250
Fourth Year		
Maximum		
Student Demographics <i>indicate if actual or expected percentage of total student population</i> <div>Actual X Expected</div>		
Free/Reduced Price Lunch: 45%	Special Education: 8%	English Learners: 10%
Black: 17%	Native Hawaiian or Other Pacific Islander: 0%	Hispanic: 10%
American Indian: 0%	Multiracial: 2%	Asian: 1%
White: 70%	Male: 60%	Female: 40%
Grant Requirements		

Expanding and Replicating Schools High Quality Determination

☐ The applicant confirms that they are an expanding school applicant as evidenced by a 50% or more increase in student population, or the addition of one or more grade levels in the school. (If not applicable, leave blank).

☐ The applicant confirms that they are replicating a high quality school model, as evidence the school whose model they replicating having an Accountability grade of A or B. (If not applicable, leave blank).

As an Expanding or Replicating School applicant, an Accountability grade of A or B can be confirmed:

☐

N/A: ☐

No Significant Issues as demonstrated by no open corrective action plans with the IDOE in the following areas:

School Safety: ☐

School Finance: ☐

Operational Management: ☐

Statutory or Regulatory Compliance: ☐

English Learners: ☐

N/A: ☒

By checking the box the expanding or replicating applicant confirms they are meeting subgroup needs: ☐

Compliance with this standard demonstrated by the school not being considered under targeted support & improvement as defined by Indiana's ESSA plan. ☐

N/A: ☒

By checking the box, as a developer of a new, high quality charter school I confirm that the school has opened within the past three years (Fall 2015) or submitted a charter application and plans to open within 18 months. ☒

N/A: ☐

If the applicant is applying for one of the competitive priorities, the applicant confirms that they meet the requirements listed in the instructions for:

Early Childhood Program: ☐

Post-Secondary Program: ☒

Rural Locale: ☒

N/A: ☐

Funding Requested		
	Month/Year to Month/Year	Funding Requested by Year
Planning (if applicable, prior to opening)	to * *Max 18 months	* *Max \$300,000 for planning year
Year 1 Implementation	8/1/2018 to 6/30/2019	299,686
Year 2 Implementation	7/1/2019 to 6/30/2020	299,282
Year 3 Implementation (if applicable)	7/1/2020 to 6/30/2021	299,784
Year 4 Implementation (if applicable)	to * *May not extend beyond 9/30/22	
Year 5 (if applicable, do not utilize this row if utilizing the planning period)	to * *May not extend beyond 9/30/22	
Total (max 5 years, planning + implementation)		897,752* Max \$900,000

Charter School Program Areas Contacts	
Students with Disabilities:	Contact Name: Keith Marsh Email: kmarsh@indiana.ag Phone Number: 317-975-2746
English Learners (including Title III):	Contact Name: Keith Marsh Email: kmarsh@indiana.ag Phone Number: 317-975-2746
Title I, Part A:	Contact Name: Keith Marsh Email: kmarsh@indiana.ag Phone Number: 317-975-2746
Title II, Part A:	Contact Name: Keith Marsh Email: kmarsh@indiana.ag Phone Number: 317-975-2746

Management Organization Information		
Will the school work with a charter or educational management organization? Yes X No		
If no, skip to the next page.		
If yes, name the management organization: Employer Identification Number (EIN):		
Is the management organization:	For Profit	Not for Profit
Employees of the school will be:	Employed by the school Employed by the management organization	
<p>Note about management organizations:</p> <p>Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.</p> <p>Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.</p>		

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal [CSP Nonregulatory Guidance](#).

Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored. Please see above instructions for guidance on qualifying for one of these three competitive preference points.

Applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer; however, all answer content must be included in the response area for this question. Applicants may not reference pages in their charter application or other appendices as a substitute for responses provided below. Appendices may be referred to for additional context to the applicant answer for each questions as appropriate. Appendices will not inform the rubric score on the below questions.

Clearly label your responses by section and question number for scoring purposes.

CPP1: Provide an overview of the early childhood, postsecondary, or rural area model, the expected targets and outcomes, and how the expected targets and outcomes, supported by qualitative or quantitative data or specific measurable and accessible goals, will impact one or more of the unique populations targeted in this section. Rural area models must be in a rural local code, as defined by the U.S. Department of education. **2 page limit for optional elements.** Indicate areas of focus:

1. Early Childhood
- ☒ Postsecondary
- ☒ Rural Areas

Indiana Agriculture and Technology School (IATS) is a new charter school opening in the fall of 2018. The school has received a charter from its authorizer, Nineveh-Hensley-Jackson United School Corporation (NHJ). It is one of the first and only schools of its kind in Indiana. IATS is a blended model that combines a rigorous online 7-12 program, focused on Indiana academic standards and 21st Century Skills, with a comprehensive *project-based learning experience focused on the Curriculum for Agricultural Science Education (CASE), managed by the National Association of Agricultural Educators. IATS has two primary foci, a college preparatory focus and a career pathway focus.* IATS will focus its career pathway focus on high quality CTE programming. IATS students will have full access to IATS's 600-acre farm in Morgantown Indiana to fulfill the project-based learning portions of their programming. To provide depth and breadth to their online curriculum, IATS has chosen to **partner with Ivy Tech** to offer students access to **dual enrollment opportunities for college credit bearing coursework and career certifications via Ivy Tech's aviation program.** Finally, IATS has partnered with the **Unmanned Safety Institute** to be the sole Indiana educational entity offering a **drone certification. Per USDOE definitions, IATS qualifies as a rural charter school in Morgantown, Indiana (Locale Code 42.)** Additionally, NHJ is a traditional rural public school. Becoming IATS's authorizer provides a unique opportunity to share best practices across the traditional rural public school and this new rural virtual charter school. Most importantly,

providing access to **IATS's 600-acre farm** to both student bodies and faculty will provide fertile ground for cross pollination of educational insights.

Starting a rigorous and highly effective blended model with an online component is an extremely ambitious endeavor. In order to ensure a high-quality experience for students, and avoid the pitfalls of many virtual schools, IATS has chosen to partner with Edgenuity. For IATS students, Edgenuity hires only **Indiana licensed and highly qualified teachers**. Edgenuity offers a nationally recognized curriculum, grounded in research, that adheres to Indiana's Core 40 diploma requirements. In addition to the resources offered by Edgenuity, IATS has also chosen to offer an additional personal layer of support by hiring Student Learning Advocates (SLA), a Director of Guidance, and a Director of Special Education. These positions will be directly providing students with additional and consistent layers of support on a daily basis.

While IATS is a new start up, with no student data yet, it has articulated clear goals with NHJ, their authorizer. The following overarching goals can be found in IATS's legal and binding charter, which were approved by NHJ.

Goal 1: Academic Achievement: IATS will earn a C or better each year of operation and will earn an A or B in year 5 of operation.

Goal 2: Documentation of Value Added: At least 80% of IATS students enrolled for at least one semester will earn a rating of *Exceeded* on NWEA.

Goal 3: Graduation Rate: Using the first-year data as a base line, the graduation rate will increase a minimum of 5% on an annual basis.

Goal 4: Participation Rate: Beginning in year 1, the percentage of student required to take state-mandated tests and who participate will increase 5% per year from a baseline of 75%. Minimum participation rate will be 95%.

Goal 5: School-Wide Satisfaction: The percentage of students, parents, and staff reporting satisfaction with their school experience will be at or above 80% as determined by a third-party survey, agency to be determined at a later date.

Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer, however, all answer content must be included in the answer to the question. Applicants may not reference to pages in their charter application or other appendices as a substitute for answers. Appendices may be referred to for additional context as appropriate.

Thirty page limit for required element responses. Page limit does not include appendices or budget.

Clearly label your responses by section and question number for scoring purposes.

1. Provide an overview of the project, including the **vision of the charter school** and expected outcomes aided by the CSP funds.

*IATS is the first school of its kind in Indiana. IATS strives to be the most highly effective virtual charter school in the state. IATS also intends to be the only charter school with a focus on supporting students seeking preparation for a future in the agricultural field. IATS is set to open in the fall of 2018. It received its charter from NHJ, a highly successful traditional rural school corporation and state approved authorizer in Johnson and Morgan County. **NHJ and IATS have a unique opportunity to partner across a traditional rural public school and a rural public charter school. Most importantly, the sharing of resources, expertise, and opportunities to grow best practices for the betterment of all rural students.** IATS plans to open with 550 students and grow this to 1250 in the first three years of operation. IATS will provide students in grades 7-12 with a robust and comprehensive educational experience focused on agriculture and agribusiness. IATS has identified the following three goals for its FY2018 CSP funding request:*

- 1. IATS will recruit and retain highly qualified teachers and staff.*
- 2. IATS will ensure that IATS students, families, and community members in Morgantown have access to innovative technology.*
- 3. IATS will implement their high quality online Edgenuity program, CASE curriculum, project-based learning opportunities, and CTE programs with fidelity.*

1a) Describe the vision of the charter school.

IATS is envisioned to be a creative and innovative agriculture and agribusiness focused 7-12 school. The school will promote intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead, and serve. The school will provide student-centered services in a professional and compassionate manner, utilizing highly trained and

committed staff to individualize educational strategies that will empower each student to succeed. IATS will strive to be recognized as a model of academic excellence, characterized as engaged, dynamic, growing, and adding value to the lives of its students, staff, and community to become a laboratory for the development of best-practices in every aspect of online and project-based education. Additional information regarding the **mission and vision** of the school can be found in **IATS Charter Pg. 4**

1b) Describe the particular need for the school within the specific community, and the communication plan to the community about the charter school.

Agriculture is the key to Indiana's economic foundation. It adds \$25 billion to Indiana's economy from farm, food, and forestry products. Indiana agriculture has a dynamic \$10 billion multiplier effect on local economies, which ends up as a ripple effect. For every dollar in direct wages and income from farm, food and forest workers, more than 2.5 times that amount flows into a local economy. More than 16 percent of Indiana's workforce is connected to agriculture, with 245,000 jobs supported by agriculture. ***Agriculture and agribusiness is the most prominent source of jobs and income in Johnson and Morgan Counties, yet no schools have made preparing students for these fields their focus, until now.*** Via their rigorous online, college preparatory, hands on project based learning opportunities, and career pathway models, IATS will ensure students in Johnson and Morgan counties and statewide have access to high quality educational experiences that prepare them for these fields. Currently, students in Johnson and Morgan Counties have limited access to any public schools of choice. Additionally, students across the state have limited access to any public schools focused on agriculture and agribusiness.

The community has been a driving force behind the inception and birth of IATS. IATS has been founded by members of the agribusiness, NHJ, and educational community. Families were first informed about the school via NHJ school board meetings and Indiana State Board of Education meetings in 2017. Since then IATS has made public presentations, as well as being promoted in several newspapers and radio shows including, the Daily Journal in Johnson County and the Daily Reporter in Morgan County. http://www.dailyjournal.net/2018/04/05/new_charter_school_set_to_open_this_summer/ and the Inside Indiana Business <http://www.insideindianabusiness.com/story/37888717/new-charter-schools-focuses-on-agriculture> IATS has intentionally marketed itself both locally in Johnson and Morgan Counties, as well as statewide to ensure all students and families that may have an interest in the school know about it and have a hand in shaping it's future. Additional information about ***the need for IATS*** can be found in **IATS Charter Pg. 5**

1c) Describe the curriculum framework to be used in the school, including the key evidence-based instructional practices and the research base that guides curriculum development.

IATS' curricular framework has 3 pillars: ***research based online education, hands on project based learning, and high-quality career pathways.*** IATS has developed several key partnerships and secured access to high quality resources to build their unique curricular model. These include, but are not limited to *Edgenuity, CASE, Indiana CTE Standards, 21st Century Skills, Indiana Academic Standards, Ivy Tech partnerships, Central 9 Career Center, 600-acre Morgantown farm, and the Unmanned Safety*

Institute.

Edgenuity: Edgenuity is a research based online curriculum that has been aligned to Indiana academic standards for the Core 40 diploma. There are numerous efficacy studies that support Edgenuity's curriculum and delivery model. Per Edgenuity's 2015 efficacy reporting on Indiana results, students demonstrated significant gains across all subjects areas ranging from 32pt growth to 48pt growth in other areas. ***The following studies on Edgenuity's efficacy adhere to ESSA's evidence based definitions for Level 1 and 2 requirements.*** <https://www.edgenuity.com/wp-content/uploads/2017/01/Foundations-Paper-2.pdf>

<https://www.edgenuity.com/wp-content/uploads/2017/01/Edgenuity-UDL-Foundations-Paper-1.pdf>

https://www.edgenuity.com/wp-content/uploads/2017/01/Math_Foundations_Paper.pdf

<http://edgenuity.lookbookhq.com/blendedlearning2>

<https://www.edgenuity.com/wp-content/uploads/2017/06/Edgenuity-Supporting-Personalized-Learning.pdf>

CASE: The Curriculum for Agricultural Science Education, *managed by the National Association of Agricultural Educators is nationally recognized as the gold standard for professional standards and curriculum in the agricultural education field.* They are an affiliate member of the STEM Education Coalition. They are affiliated with 25 universities across the country including Purdue University and the University of Kentucky. IATS will be sending their teachers to CASE certification training and using CASE standards as the basis for their hands-on project-based learning experiences offered at the 600 acre farm in Morgantown.

Indiana CTE Standards: IATS plans to implement the Agriculture Cluster standards developed by IDOE <https://www.doe.in.gov/cte/cluster-agriculture> These standards will be blended with the CASE curriculum to ensure students have hands on project based educational opportunities that adhere to both Indiana and nationally recognized standards of best practice.

21st Century Skills: IATS will adhere to the IDOE recommended P21 Partnership's framework for 21st Century Learning Skills. Specifically, IATS will fully implement the Life and Career Skills <http://www.p21.org/about-us/p21-framework/266> as a way to support successful online learning and support their Career Pathways.

Indiana Academic Standards: IATS's online curriculum has been fully aligned with Indiana Academic Standards and backwards mapped from the Indiana Core 40 requirements <https://www.doe.in.gov/standards> <https://www.doe.in.gov/ccr/indianas-diploma-requirements> <https://www.doe.in.gov/ccr/core-40-general-information>

Ivy Tech Partnership: IATS has entered into a partnership with Ivy Tech Community College to provide

IATS students access to high quality dual enrollment coursework, as well as access to *Ivy Tech's Aviation Technology program*. These two programs will be instrumental in differentiating IATS curriculum from other college readiness and career pathway programs currently offered to high school students across Indiana. <https://www.ivytech.edu/flight/index.html>

Central Nine Career Center: IATS has entered into an agreement to provide access to this regional career center for IATS students. <http://central9.k12.in.us/>

The Farm: IATS's campus site is located on a 600-acre farm located in Morgantown, Indiana for hands on project based programming. This includes 200 acres of pasture in support of animal and soil sciences, 200 acres of classified forest for forestry and conservation instruction, 200 acres of crop land for plant and soil science and precision farming instruction. Additionally, the farm has lakes, ponds, and wetlands for conservation and environmental science instruction. <https://indiana.ag/farm-campus>

Unmanned Safety Institute: IATS is partnering with USI to be Indiana's sole educational site offering a Drone certification. Hence IATS and NHJ students will have access to add this certification as one of their career pathways. USI is supported and affiliated with the Federal Aviation Administration. <https://www.unmannedsafetyinstitute.org/>

More specific information about ***the curriculum and key instructional practices, as well as the research*** supporting their use with the specified population can be found in **IATS Charter Pg. 10-18.**

1d) Describe the specific strategies that will be used to support all students in meeting or exceeding Indiana Academic standards. Include how the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana's challenging academic standards.

Very few schools across the country offer a high quality online program and even fewer focus on offering exceptional rural education opportunities. IATS is ambitious in its endeavor to provide Indiana's rural student population a high quality public choice that meets their unique needs. IATS's charter includes a robust explanation of the services provided to students with IEPs, 504s, and English Learners. IATS's curriculum provides explicit instruction, model learning strategies, makes instruction accessible, provides tools to support learning, provide appropriate feedback, provides multiple exposures to vocabulary, sets high expectations, activates background knowledge, uses home language strategically, models metacognitive strategies, and provides instructional support for the close reading texts. Finally, IATS provides an additional layer of support via their Student Learning Advocates (SLA), a Director of Guidance, and a Director of Special Education. Additional information about these support services are described in detail in section 7 of this application. More detailed information on ***the innovative nature of the programming to meet the needs of all students*** can be found in **IATS Charter Pg. 12-15 & 23-36.**

1e) Describe how the school will developed 21st century skills or prepare students to be college and career ready in future postsecondary and workplace environments.

IATS has chosen to specifically adhere to the IDOE recommended *P21 Partnership's framework for 21st Century Learning Skills*. Specifically, IATS will fully implement the Life and Career Skills <http://www.p21.org/about-us/p21-framework/266> as a way to support successful online learning and support their Career Pathways. Additionally, IATS plans to implement the Agriculture Cluster standards developed by IDOE <https://www.doe.in.gov/cte/cluster-agriculture> These standards will be blended with the CASE curriculum to ensure students have hands on project based educational opportunities that adhere to both Indiana and nationally recognized standards of best practice. IATS has also entered into a partnership with Ivy Tech Community College to provide IATS students access to high quality dual enrollment coursework, as well as access to Ivy Tech's Aviation Technology program. These two programs will be instrumental in differentiating IATS curriculum from other college readiness and career pathway programs currently offered to high school students across Indiana. <https://www.ivytech.edu/flight/index.html> IATS's campus site is located on a 600-acre farm located in Morgantown, Indiana for hands on project-based programming. This includes 200 acres of pasture in support of animal and soil sciences, 200 acres of classified forest for forestry and conservation instruction, 200 acres of crop land for plant and soil science and precision farming instruction. Additionally, the farm has lakes, ponds, and wetlands for conservation and environmental science instruction. <https://indiana.ag/farm-campus> Finally, IATS is partnering with USI to be Indiana's sole educational site offering a drone certification. Hence IATS and NHJ students will have access to add this certification as one of their career pathways. USI is supported and affiliated with the Federal Aviation Administration. <https://www.unmannedsafetyinstitute.org/> More specific information about how the school will **address 21st century skill, postsecondary, and workforce demands** can be found in **IATS Charter Pg. 6.**

1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)

CSP funds are vitally important to the beginning of Indiana Agriculture & Technology School which are specifically targeted to one-time items and initial start-up support. Beyond the CSP funds, the school is committed on the overall financial sustainability through the school's general budget. The key to the financial health of IATS is that it is being designed to being fiscally sound using the funds the school receives from federal and state local sources. IATS will be cash positive in its second year of operation, excluding any additional development dollars. Funds provided through IDEA, Title I, II, III, and IV, ELL, and other funding resources will be used to support our school programs, staff, and students which will offset use of funding from our general budget.

Indiana Agriculture & Technology School will also create supporting funds through our development program. IATS will work actively to seek funding through campaign programs, private grants, and corporate donations. The school leadership along with a development committee will have in place a long-term fundraising campaign to fund all capital expenditures.

2. Provide an overview of the **expertise of the charter school developer(s)** to open, replicate, or expand the high-quality charter school.

IATS's Executive Director and Chief Academic Officer, Keith Marsh, has more than 37 years' experience as a professional educator. His experience spans both public and private schools, as well as traditional and charter. He served as a school administrator for 25 years and a high school teacher for 12 years. He has also worked in the charter school authorizing office at Ball State University. Mr. Marsh received the Distinguished Educator Award from IDEA Fellows and Outstanding Young Man of America by the United States Jaycee in Indiana. Mr. Marsh has a BS from Purdue University and a MS from Butler University. Mr. Marsh was a member of Butler's EPPSP Group 10 and earned a secondary administrative license. He has also completed IDOE's Indiana Principal Leadership Academy Group 41, and Marian University's Leadership Academy.

Allan Sutherlin will serve as President of the Board of Directors for IATS. Mr. Sutherlin has a long and distinguished career in public affairs and agriculture. He is CEO for Stakeholder International, LLC a public affairs focused consulting company. He co-authored the Marketing Toolkit for the American Marketing Association. He has also published biological research focused on fisheries and water pollution in his time as a research associate at the Institute of Environmental Health at Purdue University. He has served as a practical microbiologist for Eli Lilly & Co, as well as founding Agricultural Scientific Associates; an international consulting firm focusing on microbiological management of food production and concentrated animal feeding operations (CAFOs). Mr. Sutherlin is the recipient of 2 Sagamore of the Wabash awards from the State of Indiana and was named a Kentucky Colonel by the State of Kentucky.

2a) Identify the key personnel involved in the development and describe their previous experience.

In addition to the Executive Director and Board President, the board of directors includes the following members:

Vice President: Bradford N. Barkley, Senior VP Commercial Lending Bloom Bank

Treasurer: John Curtis, President and CEO of Integrated Investments of Indiana, Inc.

Board Member: Kathryn C. Vest, Mail Carrier Nineveh, IN, current resident of NHJ school district &
Former NHJ School Board President

Board Member: Steve Riddle, Senior Partner, Somerset CPA

Secretary: Peter S. Beering, Attorney at Law & President of Beering Enterprises Inc.

The board plans to expand by adding additional board members and IATS is in the process of hiring two Student Learning Advocates, a Director of Guidance, a Director of Special Education Agriculture Teacher, Community School Coordinator, Business Manager, Director of Development, Registrar, and Counselors.

Additional information about **key personnel** and **organizational charts** can be found in **IATS Charter Pg. 9.**

2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model).

If applying for funds for a new school, please provide data, research, and analysis that support your new school's model and how it will deliver strong academic growth and achievement. Please present your plan for preventing issues in operational management, school safety, school finance, and statutory/regulatory compliance.

IATS is applying for funding as a new high-quality charter school with a completely innovative curricular model. IATS plans to open in July of 2018. As a newly designed curricular model and innovative online rural school hybrid, IATS does not have an IDOE annual report. IATS does plan to give NWEA assessments and could provide data based on NWEA assessments as it becomes available during year 1 of operation. IATS is committed to supplying performance updates to IDOE as needed throughout the life of their CSP grant. Specific and detailed information about **academic and achievement goals** can be found in **IATS Charter pg. 18-20.**

3. Provide an overview of the **charter school goals.**

IATS is focused on quality and ensuring that IATS students are provided a high-quality experience. IATS holds its staff and students to high performance standards. While IATS is a new start up, with no student data yet, it has articulated clear goals with NHJ, their authorizer. The following overarching goals can be found in IATS's legal and binding charter, which were approved by NHJ.

Goal 1: Academic Achievement: *IATS will earn a C or better each year of operation and will earn an A or B in year 5 of operation.*

Goal 2: Documentation of Value Added: *At least 80% of IATS students enrolled for at least one semester will earn a rating of Exceeded on NWEA.*

Goal 3: Graduation Rate: *Using the first-year data as a base line, the graduation rate will increase a minimum of 5% on an annual basis.*

Goal 4: Participation Rate: Beginning in year 1, the percentage of student required to take state-mandated tests and who participate will increase 5% per year from a baseline of 75%. Minimum participation rate will be 95%.

Goal 5: School-Wide Satisfaction: The percentage of students, parents, and staff reporting satisfaction with their school experience will be at or above 80% as determined by a third-party survey, agency to be determined at a later date.

Additionally, IATS has outline the following **Workforce Objectives** as part of their charter with NHJ:

1. Establish a network of corporate and farming partners throughout the state that will provide internships, part time and full-time jobs for Junior and Senior year students who maintain academic standards and progress toward graduation.
2. Support and assist as needed the partners to ensure legal and business compliance.
3. Provide a placement support team that will work with students to ensure access to jobs.
4. Encourage and support students who plan post-secondary education including vocational options.

3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the Quality Counts CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.

In addition to the goals outlined in their legal and binding charter, IATS has identified the following three goals specific for its FY2018 CSP funding request:

1. IATS will recruit and retain highly qualified teachers and staff.
2. IATS will ensure that IATS students, families, and community members in Morgantown have access to innovative technology.
3. IATS will implement their high quality online Edgenuity program, CASE curriculum, project-based learning opportunities, and CTE programs with fidelity.

IATS plans to use the following methods by which the goals will be measured. *Please note, these measures are **in addition to the charter goals that IATS has set based state content assessments and student performance measures.***

1. IATS will submit resumes & signed contracts by highly qualified teachers & highly effective support staff hired with CSP funds in years 1, 2, & 3. (Evidence Goal #1)
2. IATS will submit receipts and usage data to IDOE related to the implementation of CSP technology requests, as well as usage of IATS students, families, and community members in years 1, 2, & 3. (Evidence for Goal #2)
3. IATS will work with their authorizer and an external evaluator to assess that they have implemented

their innovative curriculum with fidelity. IATS will submit reports from their authorizer and external evaluator in years 1, 2, & 3 to IDOE; as well as evidence of teachers attending certification and training programs. (Evidence for Goal #3)

Specific and detailed information about **academic and achievement goals** can be found in **IATS Charter pg. 18-20.**

3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school's goals.

IATS has partnered with professional consultants Vince Freeman for marketing services and Tammy Sander for promotion and public relations. IATS has partnered with Fox 59 and additionally two statewide radio stations that offer programming in Spanish. IATS has also established a virtual presence via their website www.indiana.ag and engaged in social media efforts (Twitter, Facebook, YouTube, and Instagram), email blasts and yard signs to communicate with the larger community. In 2018, IATS has conducted community outreach meetings in 15 cities throughout the state as well as participated in county fairs and the Indiana State Fair. Upon notification of the award of 2018 CSP funds, IATS leadership will share the goals and expected outcomes with IATS staff, board members, NHJ, and families via monthly meetings, while also communicating via our online presence. Additionally, IATS leadership will share annual updates with staff, board members, NHJ, and families about progress toward the goals and expected outcomes over the three years of the grant period. Additional information specific to IATS **Community Outreach** and **Stakeholder Engagement** can be found in **IATS charter pg. 42-43.**

4. Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the **use of the CSP funding.**

Opening a highly effective online charter school with a focus on an innovative rural curricular model is a noble and ambitious endeavor. In order to achieve this overarching goal, IATS has chosen to request CSP funds in three primary areas:

- 1. Given the devastating teacher shortage, CSP funds will be used for marketing and travel efforts specifically for teacher and staff recruitment activities. (CSP Goal #1)*
- 2. In order to ensure that students receive a high-quality experience, CSP funds are being used to support partial one year of start-up salaries for highly qualified teachers and staff. These salaries will all be fully sustained starting in year 2. (CSP Goal #1)*
- 3. Due to IATS's rural locale and the technologically based curriculum, considerable amounts CSP funds have been requested to pay for the technology infrastructure necessary for implementation of a new AP computer-based technology course of study. (CSP Goal#2)*
- 4. CSP funds will be used to fund curriculum development, certification efforts, and staff professional development. (CSP Goal #3)*

4a) Provide a budget narrative to address each year's anticipated spending plan and provide an explanation for how each year's budget plan is aligned with the outcomes proposed in the grant and the school's program model. In the budget sheet, please include a detailed line item budget. Sufficient detail must be provided in the line item budget to explain each requested item.

IATS has created a budget that is aligned to the purviews of the CSP grant and the start-up needs of the school to fulfill the CSP goals outlined in this proposal. Year 1 of the budget focuses on funding the staff, technology, supplies, curriculum, and professional development necessary for implementing the curriculum with fidelity. Year 2 spending focuses on building out the curriculum and the infrastructure required for providing IATS' blended curricular model. Year 3 continues to focus on building infrastructure, as well as certifications, professional development for staff, and final pieces of equipment and technologies needed to implement the curriculum with fidelity.

4b). Describe the school's sustainability plan after the grant expires.

CSP funds will be able to carry the brunt of the start-up costs for new teacher recruitment, hiring start up staff, one-time technology fees, getting staff professional development and certifications specific to IATS's innovative model. ***These are all important steps in ensuring a high-quality experience for IATS students and implementing the IATS's model with fidelity.*** These activities are easily maintained once they have been established. These expenditures are all allowable per IDOE guidance and specific to the schools' pedagogical model. By adding additional grades and more students each year, IATS will be able to sustain itself with state and general funds.

4c) In the budget worksheet, please itemize costs within each category by year and include enough details for the peer reviewer to make a RAN (reasonable, allocable, and necessary) determination.

All costs submitted in IATS's CSP request are directly associated with the initial start-up costs of their new middle school. ***Given the lack of support for rural charter schools, CSP funds are vital to offer choice to families in rural Indiana.*** In light of the high levels of community engagement experienced by IATS, these funds will ensure that families from across the state seeking an online hybrid farm option are provided a high quality educational option. ***Given the lack of technological infrastructure in Morgantown and the heavy reliance on technology of IATS's curricular model,*** IATS is requesting funds for "necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient operating condition" (OMB Circular A-122, Sec. 27 (rev. May 10, 2004); 2 CFR appendix B to part 230, section 27). Per IDOE and federal guidance, partial salaries for start-up of staff have been included for one school year only. All other requested funds focus on staff development, teacher certification, and curricular development; which are all allowable expenditures per IDOE CSP guidance.

5. Provide an overview of the charter **school governance plan and administrative relationships.**

IATS is an Indiana nonprofit organization with IRS designated 501(c)3 status. IATS is authorized by NHJ. IATS has a board of directors comprised of educators, members of the agribusiness community, and members of the local NHJ community. ***IATS specifically and intentionally asked a former NHJ school board president to serve on the IATS board to provide consistency and connectivity to NHJ.*** Per IATS procedures, all members of the board have signed conflict of interest statements. The board and NHJ work together to keep the school in good standing. The executive director reports to the board of directors. The executive director serves as the school level leader, hiring and managing staff, maintaining a safe and legal learning environment, managing the site-based budget, handling parent communication, school discipline, scheduling, school-based events, and community relations. In collaboration with their authorizer, IATS has established practices for ensuring fiscal and academic success for the organization to provide value and structure to school-based policy, protocol, and procedure. Additional information specific to IATS ***Governance Plan, Organizational Chart, and Administrative Relationships*** can be found in ***IATS charter pg 45-51***; IATS's *non-profit status* can be found on ***IATS charter pg.139-142.***

5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) and why they were selected.

The IATS Board has general oversight of the fiscal management, basic education and policy development of the network. The Board is responsible for the sound fiscal management of the non-profit, including approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved fiscal auditor who will complete a yearly audit as prescribed by Indiana Statute. The Board assures that the educational mission as per the charter application is maintained. The day-to-day implementation of this plan is the responsibility of the executive director. The Board is responsible for the hiring and evaluation of the executive director. The Board will continue to institute policy within the guidelines of Federal and State law and the principles of the organization to assure the effective, efficient, and safe operation of the school. IATS is a fully autonomous charter school and does not have any partnerships with an EMO or CMO. Additional information specific to IATS ***Governance Plan*** and ***Administrative Relationships*** can be found in ***IATS charter pg. 45-51.***

5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.

IATS is a 501(c)(3) nonprofit organization that has been incorporated. IATS is a charter school that is authorized by NHJ. IATS is a fully autonomous charter schools with their own corporation code in the Indiana Department of Education system (IDOE). IATS's board of directors is an autonomous entity, they do not report to another entity, but they do work collaboratively with NHJ and the executive director to ensure the schools are in good standing. Additional information about ***Key Personnel*** and ***Organizational Charts*** can be found in ***IATS Charter Pg. 9***; additional information specific to IATS

Governance Plan and **Administrative Relationships** can be found in [IATS Charter pg. 45-52](#).

5c) Describe the process to select board members.

The Board may solicit the community for local board members via past and ongoing personal relationships and accomplishments, recommendations of experts, and completion of an informational profile or survey portraying their qualities and vision as a policy-making body for an educational institution. The Board will expect to add board members on an ongoing basis. All Governance Board members will participate in all state required training for Governance Board members. Specific information on **Board Selection Processes** can be found on [pg. 50 of IATS Charter](#).

5d) Describe the governance training for board members, current and prospective.

IATS's board is comprised of qualified professionals who are committed to the success of the school. IATS board members are generous with their time, resources, and expertise to the benefit of the school. Some of the board members have experience being on a school board, while others have extensive expertise in the fields of agribusiness or education. Governance training will be comprised of an onboarding process for each individual board member consisting of a review of board policies, charter agreement, role of the charter school board members, and duties outline in the charter applications. In addition, the board will go through whole group training in Roberts Rule of Order, as well as new policies and procedures as they are established. Detailed information on **Governance Training Processes** can be found on [pgs. 50-52 of the IATS Charter](#).

5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42.

Please indicate "N/A" if no service provider is utilized.

IATS board, leadership, and staff maintain full compliance with EDGAR 74.42 when selecting external vendors for services. All contracts for services are reviewed for conflicts of interest, specific to financial gain between vendors and IATS board members, leadership, and staff prior to execution of contracts. Additionally, IATS meets monthly with their authorizer in face to face meetings, as well as additional as needed verbal and written interactions to ensure clear and transparent communications. Specific information related to **Ethics and Conflicts of Interest** can be found on [pgs. 50-52 of the IATS Charter](#), additionally detailed information on **Administrative Relationships** can be found in [IATS Charter pg. 45-52](#).

5f) Describe how the charter school will ensure timely and accurate data submission for State and federal reporting requirements.

IATS is committed to ensuring that all interactions with external partners, such as IDOE, NHJ, state agencies, and federal agencies go above and beyond compliance. At the bare minimum, IATS will submit

an annual report to the department containing the information set forth in Indiana Code 20-24-9-2 as required by Indiana Code 20-24-9-1. IATS will also ensure timely reporting specific financial accounting per Indiana Code 20-24-8-5(1). Additionally, IATS will also comply with requests from their authorizer, as well as any other requests made by the IDOE and/or federal agencies. Detailed information about **data submissions** can be found in **IATS charter pg. 15-27**.

6. Provide an overview of the **student recruitment and admissions process**.

As a statewide charter, seeking the opportunity to serve students from all areas, IATS has intentionally and deliberately embarked on an aggressive and robust roadshow during their 2017-18 planning year. This has included presentations in all regions of the state, as well as urban, suburban, and rural areas. IATS's admissions practices fully comply with state law and applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. IATS is an Indiana charter school, hence any child who is qualified for admission to an Indiana public school is qualified for tuition-free admission. Enrollment in the school will be open to all students. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, or ancestry, or any other criteria that would be unlawful. In compliance with Charter School law in Indiana, current students and their siblings will have enrollment priority. Once enrollment has been conducted for current students and their siblings, the school will hold open enrollment for any student interested in attending. Additional information about IATS enrollment can be found at <https://indiana.ag/enroll>

6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.

IATS enrollment for fall 2018 is currently underway. As per IC 20-24-5-5, IATS will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity. While IATS is partially an online school, it doesn't have unlimited capacity. IATS is committed to maintaining small numbers compared to most Indiana online schools as a way to ensure a high-quality experience. If IATS receive a greater number of applications than there are spaces for students, each timely applicant is given an equal chance of admission via a lottery process. Additional information on the **school's recruitment plan** and **admission policies** can be found in **IATS charter pgs. 37-40**.

6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.

In accordance with Charter School law, IATS will conduct an annual lottery to randomize students sitting on a wait list. This lottery will be held only if applications exceed capacity. The lottery shall be conducted at an advertised public meeting by an independent third party. Students requesting enrollment after the date established for the annual lottery, will be added to the end of this list in the order received. Detailed information about IATS's **public lottery process** can be found in **IATS Charter pgs. 146-147**.

7. Provide an overview of how the charter school will **meet the needs of educationally disadvantaged students**.

IATS's mission and vision are focused on providing a high-quality experience, concentrating on agriculture and technology, within a rural setting. IATS has envisioned itself to be a fully accessible innovative model that serves all students. While rural students have been underserved as a larger population, students with IEPs, 504s, and language differences have also been underserved. IATS specifically chose Edgenuity as a virtual partner due to its strong alignment with research based UDL practices <https://www.edgenuity.com/wp-content/uploads/2017/01/Edgenuity-UDL-Foundations-Paper-1.pdf> In addition to selecting a strong virtual curriculum, IATS has also chosen to employ a Director of Special Education, a Director of Guidance, and Student Learning Advocates to ensure students are provided with a strong support system as a means to ensure their success. Finally, by offering students access to hands on project-based learning experiences at the 600-acre farm, students who excel in these contexts will have the ability to thrive in an environment that is currently unavailable by any other school in the state.

7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.

IATS offers robust and comprehensive services to students with exceptionalities, free & reduced lunch, English learning needs, homelessness, and delinquency. IATS's daily practices fully comply with applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. Additionally, IATS fully implements Indiana's Article 7, McKinney-Vento Act amendments made via ESSA in 2016 & 2017, Title I Part C, and Title III. These plans include hiring highly qualified certified staff and/or outside resources to deliver services, creating individual learning plans (IEPs or ILPs), progress monitoring based on individual student goals, and providing all related services. IATS will develop a unique MTSS process. Our team will meet regularly (weekly) to review student data, progress monitor based on student's individual measurable goals, develop and deliver targeted professional development to staff, and ensure compliance of all state and federal regulations. In addition, students aged 24 and under who meet the federal definition of "homeless, neglected, or delinquent" will be provided a free and appropriate public education in the same manner as all other students of Indiana Agriculture & Technology School. Indiana Agriculture & Technology School has established safeguards that protect homeless, neglected, or delinquent students from discrimination. A comprehensive list and complete description of **services for students with exceptionalities, low-income, English Language Learners, homelessness, and delinquency** offered by IATS can be found in their **charter pg. 23-36**.

8. Provide an overview of the community outreach activities.

IATS has been structured to optimize open and direct communication between school staff, parents, and community members. Board meetings are open to the public and IATS plans to establish a parent advisory council during year 1 of operation. This advisory council will have allocated time during board meetings for public comments and consistent interactions with school staff. IATS will also employ an annual parent/student satisfaction survey. IATS is currently running open house sessions for parents and intends to offer parent nights where families can meet with staff and learn more about what is going on with the school. IATS has deliberately focused outreach activities locally in the Morgantown area, hence their partnership with NHJ, as well as statewide. IATS has created comprehensive partnerships with Ivy Tech Community College, Unmanned Safety Institute, Edgenuity, and CASE to ensure a high quality curricular experience.

8a) Describe how parents and the community are involved in the planning and design of the charter school for a newly opening school.

IATS has, and will continue to have, informational sessions open to the public located across the state at various student support centers to gain information from and provide information to parents, students, and members of the community about IATS. This includes information includes programming, opportunities, mission, and vision of the school. Additionally, information is being shared via radio, internet, print media, and social media. More specific information specific to **parent and community involvement** can be found in IATS charter **pgs. 37-40 & 98**. A few examples have been provided below:

https://www.reporter-times.com/news/local/the-future-of-ag-is-here-first-of-its-kind/article_6190999e-ec62-514d-8a8b-2dacc56c0bca.html

https://www.heraldtimesonline.com/news/local/new-charter-school-to-combine-virtual-learning-ag-education/article_1bbb0340-266c-11e8-9166-53c92e707509.html

http://www.heraldbulletin.com/news/local_news/ag-education-information-session-set-for-wednesday/article_ca6645ab-b32e-5f22-a54f-cdde521c767c.html

<http://indianaeconomicdigest.com/Main.asp?SectionID=31&SubSectionID=68&ArticleID=91579>

http://kokomoperspective.com/kp/lifestyles/new-indiana-school-focuses-on-agricultural-training/article_14c49846-2949-11e8-9247-b75a9be29681.html

http://www.suncommercial.com/news/article_76472904-2ed9-11e8-936e-6f8c1cbb2ad0.html

https://www.reporter-times.com/news/local/agriculture-school-informational-meeting/article_cb399f8f-974b-53de-8ab1-e958f1dfe9da.html

<http://kokomoherald.com/Content/Community/Community/Article/Student-engagement-at-the-heart-of-new-online-charter-school/32/759/32852>

<https://www.shelbynews.com/common/story.php?ID=2005>

<http://www.insideindianabusiness.com/story/37888717/new-charter-schools-focuses-on-agriculture>

http://www.dailyjournal.net/2018/04/05/new_charter_school_set_to_open_this_summer/

<http://indiana105.com/region-news/new-agriculture-school-offers-unique-learning-opportunities/>

<http://www.insideindianabusiness.com/story/37897579/new-ag-school-both-hands-on-and-online>

http://www.flyergroup.com/news/school/new-school-focuses-on-agricultural-training/article_053da214-6724-5370-824d-031d79c9c92f.html

<https://www.agweb.com/agritalk/>

8b) For a school that is expanding or replicating, provide an overview and evidence of community outreach activities.

IATS is a new school. It is not expanding or replicating.

9. Provide an overview of the **fiscal management plan**.

The Board of Directors of Indiana Agriculture & Technology School is primarily responsible for the fiscal management and fiduciary oversight of the school. The Executive Director will outsource a highly qualified full-service accounting firm who provides various accounting and fiscal management services. They will be experienced working with schools, with a focus on charter schools. Indiana Agriculture & Technology School will hire a full-time Business Manager to work with the outside firm and would be responsible for everyday operations on the business side of the school. Additionally, IATS's board has a treasurer and Finance committee. The finance committee is responsible for assisting the IATS board with ensuring the IATS is in good fiscal standing. Finally, NHJ, IATS's authorizer, will also be conducting regular fiscal audits of IATS as part of their authorizing process. In addition to IATS's CSP budget, a full five-year budget has been included as part of IATS CSP application.

9a) Describe the internal controls over expenditures and how records will be maintained

IATS's finance committee meets monthly to discuss monthly budget statements, allocations, and spending. IATS is in the process of hiring a business manager who will be responsible for reviewing financial statements, financial forecasts, drafting annual operating budgets, serving as a signatory for all banking, issuing all checks, monitoring grant expenditures, maintain compliance with state, federal, and

NHJ fiscal requirements. IATS has also contracted with Paychex and Bookkeeping Plus to maintain monthly and year end reporting, bank account reconciliation, payroll, and insurance. Additional information about ***internal controls and how records will be maintained*** can be found in **IATS Internal Controls Policy and Procedure Manual pgs. 4-14.**

9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.

All CSP funds and decisions will be supervised by the executive, treasurer, and board president. This group worked collaboratively to create the CSP budget. The executive director, book keeper, and treasurer will work together on all expenditures related to CSP funded materials and submission of receipts and reimbursement activities with IDOE. All hiring of staff, recruitment activities, and technology purchases with CSP funds will be done by the executive director, and evaluation efforts will be led by the executive director.

9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant

IATS has already completed its planning year and full five-year budget prior to CSP funds being awarded to the state. Hence, IATS is able to allocate CSP funds to one-time start-up costs. IATS's five-year budget, including Title I and ADM count dollars, as well as the addition of enrollment dollars and IDEA part B dollars, all staff positions created by CSP efforts will be sustained pre and post CSP grant funding.

10. Provide an overview of the **facilities** to ensure they are safe, secure, and sustainable.

Given the unique nature of IATS, an authentic blended model, IATS will be serving students in two distinctly different spaces: their online space and their 600-acre farm facility located in Morgantown. The online capacity needs have been addressed throughout the application via technology needs. The 600-acre farm is fully functional and well equipped for the anticipated number of students IATS intends to enroll. The farm is 100% ADA compliant, has been inspected by local fire and police officials, and has also been inspected by the state fire Marshall.

10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs

The 600-acre farm is fully functional, well equipped, and ready to begin hosting students and staff for project-based learning. A full virtual tour of the property can be found at <https://indiana.ag/> The farm includes 200 acres of pasture in support of animal and soil sciences, 200 acres of classified forest for forestry and conservation instruction, 200 acres of crop land for plant and soil science and precision farming instruction. Additionally, the farm has lakes, ponds, and wetlands for conservation and

environmental science instruction. <https://indiana.ag/farm-campus> IATS has a philanthropic plan to build a new welcome center on the farm in upcoming years.

10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan

While transportation is not a necessity for the online portion of IATS's curriculum, it is a vital part of implementing the project-based learning programs at the farm. IATS is currently working with certified school transportation organizations to negotiate contracts for school transportation that will be adaptive in nature based on the needs of our students.

Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)	Attached: <input checked="" type="checkbox"/>
B) Budget worksheet (use required form)	Attached: <input checked="" type="checkbox"/>
C) 2016-2017 Expanded Annual Performance Report (if applicable) or most recent <i>Found at compass.doe.in.gov > Accountability > Annual Performance Report</i>	Attached: <input type="checkbox"/> N/A: <input checked="" type="checkbox"/>
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made	Attached: <input checked="" type="checkbox"/>
E) Enrollment or student admissions policy	Attached: <input checked="" type="checkbox"/>
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Attached: <input type="checkbox"/> N/A: <input checked="" type="checkbox"/>
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Attached: <input checked="" type="checkbox"/>
H. School Safety Plan: Schools must attach their school safety plan and evidence that it was submitted to the State Board of Education.	Attached: <input checked="" type="checkbox"/>

Nineveh-Hensley-Jackson United School Corporation



REQUEST FOR PROPOSAL

For

Indiana Agriculture & Technology School

Opening in the 2018-2019 School Year



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PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

Primary Contact. Identify the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application.

Note: As with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: Keith A. Marsh & Tony Smarrella

Mailing address: 1982 S. Morgantown Road
Street / PO Box
Morgantown IN 46160
City State Zip

Phone: (Day) (317) 201-8734 **(Evening)** (317) 201-8734

Email address: _____ **Fax:** _____

Primary contact for facilities planning: No facilities is required for this charter school.

Phone Number: N/A **E-mail:** N/A

Name of team or entity applying: Indiana Agriculture & Technology School

Names, roles, and current employment of all persons on applicant team
(you may add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Keith A. Marsh	Consultant – A+ Educational Solutions	Executive Director-Chief Academic Officer
Tony Smarella	Consultant – Smarella Consulting	Executive Director-Chief Operations Officer
Allan Sutherlin	Management Consultant, CEO of Stakeholder International	Co-Founder
John Curtis	Managing Member, Network Venture Fund, LLC	Co-Founder
Lynn Black	CEO, Lynn Black Education Solutions, LLC	Consultant

***Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?** ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Will an application for the same charter school be submitted to another authorizer in the near future?

☐ Yes ☒ No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of previous submissions for request to authorizer this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): _____

Submission date(s): _____

Provide the intended opening year for the proposed school.

Opening Year	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2018 - 2019	Entire state of Indiana. This is a virtual charter school.	7 - 12	Grades 7 - 12

Model or Focus of Proposed School (e.g., Arts, College Prep, Dual-Language, etc.), if any:

Online Virtual School for grades 7 – 12 that will offer Dual Credit courses in high school, agriculture courses, and certification in various skill trades.

***Does the school expect to contract or partner with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization) or other organization for school management/operation?**

☐ Yes ☒ No

If yes, identify the ESP or other partner organization: _____

**** If the applicant intends to partner with an ESP or partner that has previous experience in operating a school, the applicant MUST use the RFP for Experienced Operators rather than this***

RFP version.

Proposed Principal/Head of School Information:

Name of proposed Principal/Head of School Candidate: Keith Marsh

Current employment: A+ Educational Services

Daytime phone: (317) 201-8734 Cell phone: (317) 201-8734

Email: kamarsh1@icloud.com

Name of proposed Principal/Head of School Candidate: Tony Smarella

Current employment: Smarrella Consulting

Daytime phone: (317) 213-5495 Cell phone: (317) 213-5495

Email: tsmarrella@yahoo.com

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify) 2018 – 2019	550	1000	7-12
Year 2 2019 – 2020	1000	1500	7-12
Year 3 2020 – 2021	1250	1750	7-12
Year 4 2021 - 2022	1500	2000	7-12
Year 5 2022 – 2023	2000	2500	7-12
At Capacity 2022 – 2023	2000	3000	7-12

SCHOOL NARRATIVE

School Overview

Mission

Indiana Agriculture & Technology School will focus on a creative and innovative agriculture/agribusiness focused high school education. The school will promote intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead, and serve. The school will provide student-centered services in a professional and compassionate manner, utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

Vision

Indiana Agriculture & Technology School will strive to be recognized as a model of academic excellence, characterized as engaged, dynamic, growing, and adding value to the lives of its students, staff, and community and to become a laboratory for the development of best-practices in every aspect of online education.

Educational Need and Anticipated Student Population

Indiana Agriculture & Technology School will be dedicated to the success of all students who have not had their needs met in a traditional educational setting and dedicated to providing the services and educational programs using current technology necessary for these students to achieve academic and personal success, as well as to give them the opportunity to grow beyond the normal curriculum and confines of a traditional 7-12 school setting.

Applications for enrollment will be accepted until the count day or days as established by Indiana's Department of Education. In the unlikely event that there are more applicants than spaces, Indiana Agriculture & Technology School will comply with all portions of IC § 20-24-5 and select students by random drawing in a public meeting.

Indiana Agriculture & Technology School will offer enrollment to students in grades 7-12. In year one of the school's operation, enrollment will be limited to a maximum of 1,000 students state-wide. In subsequent years, enrollment will increase as detailed in the school proposal overview and enrollment projection. The school may increase the number of Student Support Centers based on student enrollment and where they are coming from geographically. Our growth projections are small because we want to be able to serve our students effectively and with a more individualized touch than traditional online schools.

Education Plan/School Design

The Board of Directors, administration, faculty, and staff of Indiana Agriculture & Technology School will accept these Guiding Principles and will establish a school of inclusion both in the

instructional programs for all students, coupled with student and school accountability to foster such standards. The Guiding Principles above will be woven into the school's program as follows:

- Maintain the inclusive nature of the public-school system by enrolling all eligible students who submit a timely application;
- Offer a creative and innovative alternative to students who are motivated to pursue an Agriculture/agribusiness focused high school education;
- Provide a flexible, Core 40 based education using virtual online curriculum that is accredited;
- Provide and support an agribusiness centered elective educational program that prepares students for expanded involvement in agribusiness; and,
- Award our students for innovation, perseverance and completion of the program with an accredited and recognized diploma that enables pursuit of workforce, professional, and educational advancement.

A blended educational approach using virtual education and on-site, hands-on laboratory experience to produce highly qualified high school graduates, ready to pursue higher education and/or workforce opportunities.

1. Virtual, blended approach with direct Student Learning Advocate supervision supports learning styles that require flexible schedules, unique learning abilities and personal challenges.
2. Offers standard Core 40 classes and Agriculture and Agribusiness focused elective and cross over curriculum to address student interests.
3. Provides a working environment that addresses professional educator requirements and opportunities.
4. Offers an agriculture and technology focused program and campus that encourages community and public involvement.

Our Workforce Objectives

1. Establish a network of corporate and farming partners throughout the state that will provide internships, part time and full-time jobs for Junior and Senior year students who maintain academic standards and progress toward graduation.
2. Support and assist as needed the partners to ensure legal and business compliance.
3. Provide a placement support team that will work with students to ensure access to jobs.
4. Encourage and support students who plan post-secondary education including vocational options.

Agriculture is the key to Indiana's economic foundation. It adds \$25 billion to Indiana's economy from farm, food and forestry products. Indiana agriculture has a dramatic \$10 billion multiplier effect on local economies, which ends up as a ripple effect. For every dollar in direct wages and income from farm, food and forest workers, more than 2.5 times that amount flows into a local economy. More than 16 percent of Indiana's workforce is connected to agriculture, with 245,000 jobs supported by agriculture.

Indiana is ranked 10th in national total agricultural production and is also in the top five for crop production, especially corn and soybeans. Livestock also plays a large part of Indiana

agriculture. It is ranked fifth in swine production, third in poultry. Source: Indiana Department of Agriculture

Workforce Demographics

- Aging Workforce -- the production agriculture industry has seen the **average age of farm operators increase**, an increase in off-farm occupations by farm operators, a decline in the amount of available farmland, and a growing spread in farming operation size. Since the 1987 Census of Agriculture, the average age of farm operators has been greater than 50 with Indiana's average age at 55. A reason for this advanced age structure of farm operators is the farm's status as the family home.
- The **decline in operators under the age of 25** may be attributed to the fact that more farmers are pursuing a college education. Almost one-quarter of farmers today have graduated from college with a four-year degree or more, compared to only 4 percent of farmers in 1964. One reason why farm operators are pursuing higher education is to enhance their ability to adapt to the rapidly changing agricultural marketplace, adopt new farming techniques, and obtain nonfarm jobs.

Workforce Demand

- Agribusiness and Farm based jobs are expected to remain stable over the next decade but **job demand will increase as the aging workforce retires or leaves the workforce.**
- Indiana is helping to fuel a **revolution in precision agriculture further transforming the Corn Belt to a new Tech Belt** by offering data-driven solutions aimed at closing the global food gap. These initiatives will further increase demand for agriculture supported jobs.
- Of all the agricultural occupations, the top five highest paying were pesticide and other agriculture chemical manufacturing (\$106,322), research and development in the physical engineering and life sciences (\$82,171), commodity contracts brokerage (\$69,246), food product machinery manufacturing (\$64,387), and agricultural implement manufacturing (\$60,487).

(Indiana Business Research Center at IU's Kelley School of Business)

These key indicators point to demand for agriculture jobs, many will be highly paid as agriculture remains an important and growing sector of our state economy.

The teaching and learning strategies at Indiana Agriculture & Technology School are designed to support academic achievement and social competence, and the school will incorporate diverse educational best practices that support individual development and academic success, such as School-wide positive behavior support systems. The school will also reflect on the social development approach that combines youth engagement activities that serve to build school and program bonds with a strong, research-supported academic curriculum, academic enrichment services, counseling, career preparation, life skills training (career readiness program), and other strategies that support academic achievement and responsible youth development.

The success of the Indiana Agriculture & Technology School educational model will ensure that this school's students will have access to the highest quality online curriculum and the internationally acclaimed instructional practices that focus on the individualized learning

needs of all students. Continuous communication between the school's faculty, administration, parents, and students will create an environment where all students have the support needed to achieve academic success.

Indiana Agriculture & Technology School will create, as the most important aspect of its mission and vision, a student-centered learning environment that places the student and his or her success and well-being at the center of all activities and efforts. Every student will be assigned to a Student Learning Advocate, who is an Indiana certified teacher, who will fill the roles of mentor, learning coach, and guidance counselor. The Student Learning Advocate will maintain a minimum of weekly contact with the student and his or her family, assist the student in choosing appropriate courses, monitor attendance and academic progress, and be available to meet with the student and family at one of the school's Student Support Centers. This multi-layered approach to student support has documented results in increasing student achievement.

The role of Student Learning Advocate is key to the success of the student and the school's mission. In addition to the duties already described, the Student Learning Advocate is expected to perform the following:

1. Have a thorough understanding of EDGENUITY and any other curricula in use.
2. Maintain accurate records for each student under their supervision. Graduation check lists should be prepared for each high school student working directly with the schools Guidance Director as soon as possible and are to be updated as the student completes courses.
3. Monitor each student's progress every week or more often, if needed.
4. Students are to be contacted weekly, although some students may require more frequent contact. Accurate call logs must be kept and updated daily. This can be done via email, phone, and face to face.
5. Respond to all emails and/or phone calls within 24 hours and document all phone conversations with any student or parent.
6. Develop an accurate email list so that information can be shared with families as needed. All mass emails should be sent as blind carbon copies as many families do not like their email addresses to be shared with others.
7. Direct students to NWEA testing prior to ordering courses.
8. Maintain an up-to-date GENIUS page. Your GENIUS page should include a section where families can retrieve important documents and a section with the SLA contact information. You will use this page to post important announcements and as a major method of communication with your families.
9. Write letters of recommendation and providing SAT and ACT information and/or referring students to the guidance department.
10. Remind families to fulfill all course requirements.
11. Insure each senior has completed all graduation requirements.
12. Prepare students for taking all state-mandated tests.
13. Check each student's attendance and course progress prior to the weekly contact with the student and/or parent.

In addition, the Student Learning Advocate is responsible for the initial telephone call to the student and parent/guardian. During this call, the Student Learning Advocate will:

1. Discuss the results of the screening and transcript review as well as the graduation checklist where appropriate.
2. Explain log in procedures for accessing the student's courses.
3. Advise the student and parent/guardian on course selection.
4. Assist if needed with school issued technology and equipment.
5. Ensure that the student and parent has a copy of the Student/Parent Handbook.
6. That they have signed all the required forms for enrollment.

Thus, prior to the student beginning his or her coursework, the Student Learning Advocate will have developed a Personal Learning Plan for each student that includes all the items detailed above.

The collection of student performance data will begin at the admission's process. A reading and math assessment will be administered to the student, and initial results will serve as a baseline to determine learning needs and measure student growth. Student reading and math level assessments will be reviewed and results of all components of these assessments will be shared with the students and parents as the student's course of study and class schedules are formulated. The school will implement universal screenings to be administered to all students in grades 7-12 three times a year, the first as a part of the admissions process. Using NWEA (Northwest Educational Assessment), students will be screened to determine accuracy of grade placement, course placement, and the possibility of providing academic assistance to students who are struggling or performing below expectations. The following is a detailed explanation of both instruments:

NWEA – Northwest Educational Assessment

NWEA is a comprehensive, valid, and reliable web-based assessment that diagnostically assesses a student's academic growth and learning needs, professional development that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation.

School achievement data will be reported on a quarterly basis along with annual reports, which will include the school's progress on state report cards, as well as reporting requirements, specific at-risk research based accountability measures along with reports related to academic achievement.

With its unique integration of technology and individualized educational programs, Indiana Agriculture & Technology School will:

- **Improve student learning** as quantified in the goals and objectives, utilizing the methodologies detailed in this application.
- **Increase learning opportunities for students**, particularly those not currently well- served or for whom online learning is the most appropriate choice.

- **Encourage the use of a variety of productive teaching methods**, including cutting edge applications of technology to meet very specific student learning needs.
- **Establish new forms of accountability for schools** by using very detailed student learning data to guide instructional decisions while providing unprecedented transparency in the teaching and learning process.
- **Create new professional opportunities for Student Learning Advocates**, who are at the very center of Indiana Agriculture & Technology School education model.
- **Assist all students in reaching academic excellence** through a focus on improved achievement for students who are otherwise not thriving in the state's public or private education system.

Additional Assessments

All students will take the NWEA assessments three times per year as a part of the universal screening program. Additional assessments may be utilized as needed for ELL students, students with disabilities, gifted students, or any student deemed appropriate by his or her Student Learning Advocate. This data will be used to inform strategies for student assistance programs and assist the Student Learning Advocate in course and supplemental program selection.

Community Engagement

This school will hold informational sessions open to the public and located across the state at the various student support centers to inform parents, students, and members of the community about Indiana Agriculture & Technology School, its programs, opportunities, and vision for the students of Indiana. Advertising for these sessions and for the school will occur via radio, internet, print media, and social media. Prior to the opening of the school, a parent advisory committee will be formed to provide input and insight to the Governance Board and the school administration. Community involvement will be a priority of the school, which will seek to become an integral part of the communities it serves.

Leadership and Governance

Full Name	Address	Position with Proposed School
Mr. John R. Curtis	650 E. Carmel Drive, Suite 330 Carmel, IN 46032	Board President
Mr. Bradford N. Barkley	15208 Destination Drive Noblesville, IN 46060	Board Treasurer
Mr. Peter S. Beering	1852 Limehouse St. Carmel, IN 46032	Board Secretary

The board will be expanding with more members. Additionally, an advisory board is anticipated.

Age and Grade Range of Students to be Enrolled.

Grade Level	Number of Students					
	Year 1 550	Year 2 1000	Year 3 1250	Year 4 1500	Year 5 2000	At Capacity 3000
7	135	200	250	250	350	500
8	135	200	250	250	350	500
9	115	200	200	250	325	500
10	70	200	200	250	325	500
11	50	100	200	250	325	500
12	45	100	150	250	325	500

Section 1. Curriculum and Instructional Methods

Education Program

Program Overview

Indiana Agriculture & Technology School will be a 7-12 statewide virtual charter school with Student Support Centers located across the state. Indiana Agriculture & Technology School will utilize an innovative brick and click educational model that has been highly effective in other areas of the country. The program provides students the opportunity to learn from the safety of their own home under the supervision of a certified Student Learning Advocate. Each student will have an Personal Learning Plan crafted to meet his/her individual needs and will be assigned to a Student Learning Advocate, who will serve as the student's guidance counselor and mentor, and will be in constant contact with the student and his or her family.

Additionally, students can visit Learning Support Centers (LSC) for tutoring, remediation programs, special education services, advanced coursework, field trips, fine arts experiences, and other learning opportunities. LSCs will be located in regions throughout the state. Students can access their classes 24/7/365, and they will have access to the courses' Student Learning Advocate facilitators via email, discussion board, or phone Monday through Friday. Student Learning Advocates will be available via email and phone Monday through Friday with times that will be determined by the Student Learning Advocate and school. Student Learning Advocates of record will have on roster 150 students. Special education Student Learning

Advocates will have a student load of 25 – 50 students.

Curriculum and Instructional Design for Core 40

Indiana Agriculture & Technology School will be using EDGENUITY for its core curriculum program. EDGENUITY offers more than 100 courses for grades 6-12 in English language arts, social studies, math, science, world languages, and general electives. EDGENUITY also offers a full suite of career pathways and electives, test preparation solutions for national and state exams, and credit recovery courses. EDGENUITY courses are implemented in lab settings, virtual and blended environments, and alternative education programs that require flexible schedule. EDGENUITY meets the Indiana State Academic Standards and Common Core.

1. Course Design Process

EDGENUITY courses are created by cross-functional teams of experienced educators and instructional course designers with expertise in curriculum development, instructional technology, and content-area education. To create a new course, the team begins with a careful analysis of state and national standards, as well as syllabi and curriculum maps of existing courses from exemplary, high-performing districts. The scope and sequence of a course is then created and reviewed by domain experts and education practitioners.

Using the principles of backward design, the team outlines each unit of instruction to capture big ideas and essential questions, refine learning objectives and lesson questions, and document anchor assessments and tasks. Prototype lessons are drafted and team-reviewed against research-based best practices, the iNaCOL National Standards for Quality Online Courses, and EDGENUITY's own development rubrics and guidelines, before the remainder of lessons are created.

2. Instructional Model

EDGENUITY courses reflect research-based instructional practices to meet the needs of all students. Courses feature rigorous, explicit instruction led by expert, on-screen teachers. Motivating, media-rich content keeps students engaged, and powerful interactive instructional tools help them build content knowledge and essential skills. Aligned to Common Core and Indiana State Standards, EDGENUITY's courses include challenging content, relevant activities, adaptable formative and summative assessments, and real-time feedback.

Expert on-screen licensed teachers present learning objectives, explain concepts, model strategies, and provide relevant examples that help students transfer knowledge and make real-world connections. Meaningful assignments ensure students master key concepts and develop analytical and critical thinking skills. Students complete a range of tasks – including independent reading, practice, and guided online exploration, as well as projects and performance tasks. Simulations and virtual labs help students make and test predictions, while graphics, images, and animations bring content to life.

Each lesson includes assessments to determine whether students have mastered the lesson objectives. Cumulative practice and assessment is included at the end of each unit or topic, as well as at the end of each semester.

3. Interactive Tools and Support

A full suite of digital tools helps students access content, complete assignments, and build essential skills. Animations and simulations provide explanation and modeling of key concepts and processes. Digital highlighters and sticky notes help students organize information, ask questions, and record observations. Read-aloud and translations tools help English language learners and students with special needs.

A build-in digital notebook called eNotes allows students to record, synthesize, and organize their thinking. A dynamic glossary and work look-up tool helps students build their academic vocabulary, while transcripts and video captions enable students to follow along with the on-screen teacher.

Calculators, graphic organizers, and other tools help student's complete assignments and promote the deep transfer of knowledge and skills.

4. Learning Management System Features

EDGENUITY's learning management system offers a number of tools and features to support effective implementation. These include:

- Customizable assessment settings for time limits, grade weights, number of retakes, and passing threshold;
- Clear graphical representations of student progress to help students stay on pace;
- A customizable assignment calendar to help students track the coursework they should be completing each day;
- Diagnostic and prescriptive capabilities to individualize student learning paths based on existing levels of mastery;
- Robust reporting to enable educators to monitor student engagement, progress, and achievement;
- Administrator tools to set teacher permissions, review teacher actions, and monitor student data;
- A web-based Family Portal to enable parents and guardians to monitor student learning from their computer, tablet, or smartphone.

5. Supporting Students with Disabilities

EDGENUITY courses include the following evidence-based practices designed to meet the needs of students with disabilities.

- Provide explicit instruction.
 - Explicit instruction includes setting learning goals, modeling with examples and non-examples and providing multiple opportunities for practice. EDGENUITY courses feature highly qualified, certified on-screen instructors who deliver explicit instruction, orient students to the lesson, goals, ground concepts in relevant real-life and worked examples that show the answer, and offer clear and concise explanations of subject matter. Tasks, assignments, and assessments embedded throughout each lesson and course provide students the opportunity to exercise higher-order thinking skills of analysis, evaluation, and application. Students also have the opportunity to apply learned skills and demonstrate information transfer.

- Model learning strategies
 - Students with disabilities face challenges in organizing ideas, selecting strategies to process information, focusing on activities, setting goals, and monitoring their actions. EDGENUITY on-screen teachers model learning strategies and explicitly teach students a wide variety of metacognitive strategies, such as self-monitoring, self-evaluation, goal setting, questioning, and self-explanation. Students learn to draw upon already known concepts and apply understanding to new, unfamiliar contexts. They are also taught how to identify appropriate learning strategies and to monitor their own understanding.

- Make instruction accessible
 - Visual aids and non-written expression enable special education students who have difficulty with aural, written, or verbal instruction to organize key concepts. EDGENUITY provides students with multiple means of representation, expression, and engagement. Representation is used through video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks in EDGENUITY courses are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers are included in instruction, tasks, and assignments.
 - Expression is used by asking students to read, write, practice, explore, create, and discuss. Throughout EDGENUITY instruction and assessments, students are presented with opportunities to manipulate images, answer multiple-choice questions, highlight text, complete surveys, and fill out graphic organizers. These multiple means of expression appeal to learning styles and allow students to demonstrate their knowledge in a variety of ways.
 - EDGENUITY courses are designed to engage students in a variety of ways. Self-paced technology and the on-screen teachers presents course concepts in ways that are relevant to students' lives. Courses are designed

to promote self-regulation and will visually alert students and teachers to the student's course progress and pace.

- Provide tools to support learning
 - Teachers provide scaffolds to support learning, then gradually remove them once student mastery is achieved. EDGENUITY provides a wide array of tools to support student learning. Before instructions, teachers create tutoring modules to give struggling students a more simplified explanation of fundamental concepts and skills. Instructors also have the option of enabling prescriptive and diagnostic pretests to modify a student's learning trajectory within a course. Students have access to eNotes, the embedded note-taking feature, as well as the eWriting tool which helps students organize their thoughts during the writing process. EDGENUITY toolbar includes text mark-up, language support, and specialized tools for math and science. The EDGENUITY CloseReader includes contextual definitions for key vocabulary, text-based teacher's notes, audio commentary, and embedded comprehension questions. Teachers can extend the time allotted for assessments and number of retakes.
- Provide appropriate feedback
 - Students receive immediate, corrective feedback each time they respond to a question within EDGENUITY instruction and assignments. Feedback messages are consistently designed to refine students' understanding of concepts and correct misconceptions.

6. Supporting English Language Learners

- Provide multiple exposures to vocabulary
 - "Front-loading" or pre-teaching vocabulary before a lesson helps make content more accessible to students. At the beginning of each lesson, EDGENUITY students are explicitly taught four to six academic and domain-specific vocabulary words. Students have chances to practice using and applying these words through the course. They also have access to the EDGENUITY glossary tool, which enables them to track their understanding of vocabulary words.
- Set high expectations
 - Higher-order thinking skills such as analysis, evaluation, and application are embedded throughout each course. Reading assignments, students learn to analyze text closely. Writing assignments require students to support a position using evidence from primary and secondary sources. In mathematics, students solve multi-step problems and justify their thinking. Interactive and open-ended activities leverage technology to enable students to make and test predictions and build conceptual understanding.

- Activate background knowledge
 - EDGENUITY activates students background knowledge throughout their courses. The warm-up at the beginning of the lesson connects student's prior knowledge to new content. Direct-Instruction videos emphasize the real-world context and relevance of the subject matter. On-screen teachers will prompt students to think about what they already know when learning new topics.
- Use home language strategically
 - Students can translate on-screen text into their home language. Students can also hear any section of text read aloud in their home language for auditory comprehension. The translation feature allows for students to check for accurate reading comprehension.
- Model metacognitive strategies
 - EDGENUITY provides problem-solving metacognitive and reading strategy instruction. Students are taught a multi-step process for solving problems. Students learn how to use mnemonics, graphic organizers, checklists, and problem-solving strategies to check, process, and retrieve information.
- Provide instructional support for the close reading of texts
 - EDGENUITY's CloseReader leverages the power of technology to model, scaffold, and reinforce close reading of text. The CloseReader models fluent and expressive reading at strategic points in the text. Text and audio reading supports scaffold thoughtful analysis of individual words, phrases, and sentences as students read. The CloseReader also features embedded comprehension tasks, ensuring that students think critically as they read, not just after they read.

Attachment 2 – Scope and Sequence/Indiana Course List/Instructional Services Elective Course List will be provided from our curriculum provider EDGENUITY.

Attachment 3 – Curriculum will provide information on the Curriculum provided by EDGENUITY.

Curriculum and Instructional Design for Agriculture Education

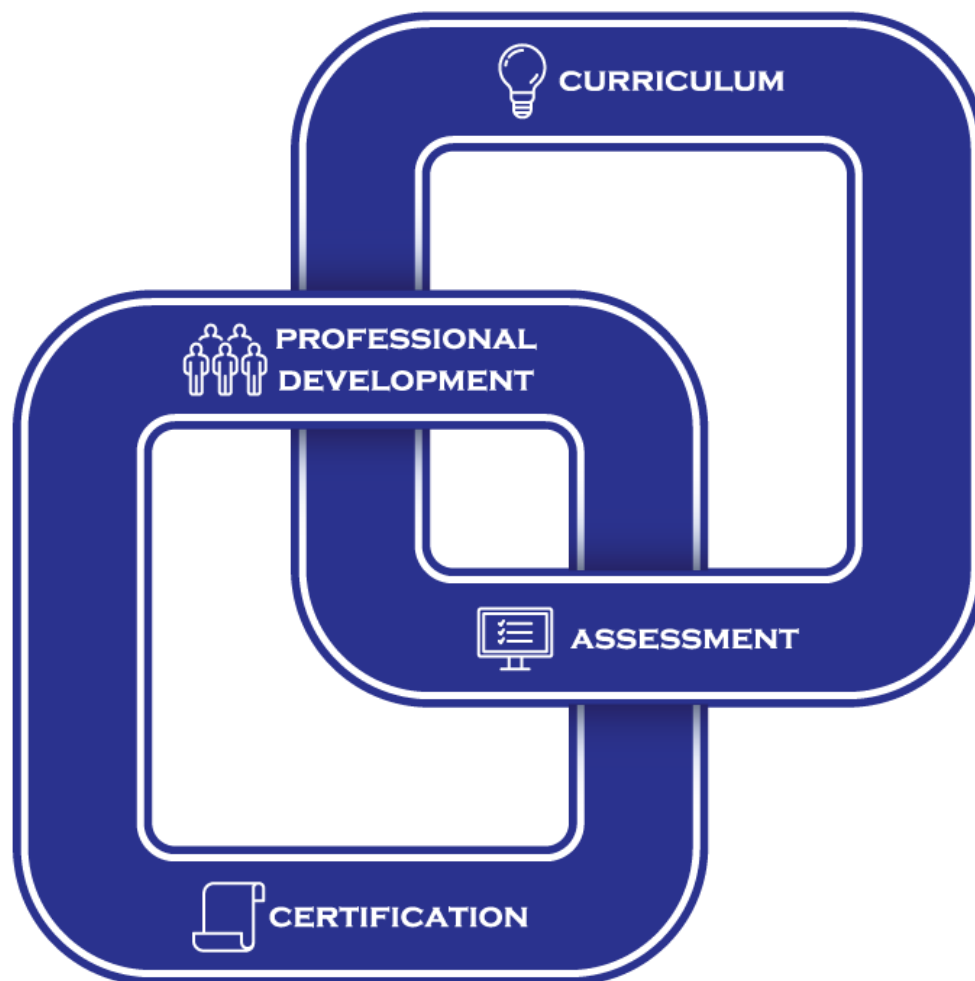
Curriculum for Agricultural Science Education courses are developed using elements from pedagogical approaches that are recognized in educational literature as proven and effective modes of teaching and learning. This foundation ensures validity for CASE methodology and provides the recipe for the effectiveness of the CASE model. The CASE model is a careful blend of time tested instructional strategies used to guide students in their studies to meet the demands

of post-secondary education and careers in the Agriculture, Food, and Natural Resources (AFNR) industries.

The Curriculum for Agricultural Science Education™ (CASE™) project develops a structured sequence of agriculture courses and serves as a model for elevating the rigor and relevance of agricultural education.

CASE is much more than just curriculum. In fact, CASE is a system of instructional support for the classroom teacher like no other resource in agricultural education today. The CASE model provides four major areas of support to promote solid classroom instruction using rigorous and relevant lessons while enhancing student learning.

The four areas of teacher support include curriculum, professional development, assessment, and certification. Each area contributes to the validity of CASE instructional materials by ensuring that teachers are properly equipped and trained and student learning is clearly accountable. More information on the CASE curriculum will be provided as we continue to develop and implement the program into our academic structure. See Attachment 3 – Curriculum.



Accreditation and Course Audit Process:

AdvancED, a parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI) provide our evaluation to be accredited. This accreditation will support the school's annual performance evaluation by the school board as well as the evaluation that will be conducted by the authorizer.

The audit process will include at minimum:

Tier I – An evaluation of the quality of the content of the school's academic courses.

Tier II – The collection and analysis of feedback provided by students enrolled in Indiana Agriculture & Technology School.

Tier III – A study of achievement and performance of students enrolled in Indiana Agriculture & Technology School.

Significant revisions and improvements are the result of the three-tiered audit process conducted by the school and AdvancEd to continuously improve what the school is doing academically; this process of evaluation and analysis is ongoing.

Design:

- **Specific research and best practice used in design**
 - EDGENUITY makes use of principles and practices that effectively link to standards-based instructional delivery
 - Specific research and best practices established by:
 - Grant Wiggins: Backward design in the planning of the scope and sequence of the concepts to provide cohesiveness and structure to learner objectives
 - James Brophy: Instructional practices that motivate and engage students in the learning process
 - Benjamin S. Bloom: Scaffolding instruction that moves from simple comprehension through application and analysis toward complex and abstract conceptualization of material at the evaluation and synthesis levels
 - Kay Burke: Using assessments to determine authentic learning (*The Mindful School*), methodologies for students to demonstrate their understanding of concepts... Also, using student response to determine and identify “gaps” in understanding
 - Marc Prensky: recognizing the skills, talents and competencies of “digital natives” to promote student engagement, decision making, and application of key concepts using 21st century technologies
 - R. Elliott / D.R. Garrison / T. Anderwon: E-Learning and ePedagogy in the 21st century
 - J. Twist: Challenges of digital learning and digital delivery
 - Ted McCain and Ian Jukes: Education in the age of technology. New paradigms and frameworks to keep “schools” relevant and rigorous while embracing technological advancements.

Because EDGENUITY courses are designed specifically for use in an asynchronous environment, these courses provide unprecedented innovative learning opportunities. All EDGENUITY courses, regardless of discipline or grade level, are designed in the same way to provide the student with ease of navigation and to build confidence in the student's ability to achieve success in an online learning environment. Links to enrichment in lessons offer students additional challenges to complement their learning experience.

Differentiated instruction is supplied to students in a variety of formats. Auditory processors have the ability to access podcasts to listen to the instruction within a lesson. Links to videos, graphics, and print materials prove useful to visual learners. Kinesthetic learners benefit from the opportunity to interact with technology. All lessons feature assignments designed to engage the learner in both web-based and interactive experiences. Lessons also feature activities that are guided, offering the student the opportunity to practice without the pressure to perform. Each activity is carefully designed to provide preparation for assessment or mastery of course objectives. Activities in EDGENUITY courses are varied, multi-media rich, and include skills practice or projects that enable the student to check his or her own work via suggested responses found within the lesson content. In addition, lessons feature web investigations, podcasts, I-texts, Microsoft PowerPoint and video presentations, and lessons often contain collaborative learning opportunities through the use of discussion board postings/strands, virtual field trips, lab activities, and group projects. Assignments, projects, tests, and other artifacts of student work provide evidence of student performance and mastery of course objectives. Students are assessed through a variety of methods that may include quizzes, tests, projects, essays, and PowerPoint presentations.

All EDGENUITY courses have a complete course guide located on each course's homepage. The course guide contains the complete scope and sequence for the course, lesson by lesson learner objectives, assignment checklists, the text of each lesson, as well as technical support information, grading policies, etc. All courses are aligned at the lesson objective level, and the detail of alignment provided to Indiana Agriculture & Technology School includes gap and coverage information, as well as details of scaffolding. Courses are aligned to Indiana State Standards and Common Core Standards.

Pupil Performance Standards

Goal 1: Academic Achievement

Indiana Agriculture & Technology Preparatory School will demonstrate improvement in the state's school accountability system. For each year of operation, Indiana Agriculture & Technology Preparatory School will receive a grade of C or better beginning in the first year of its evaluation. For each subsequent year, Indiana Agriculture & Technology Preparatory School will receive the same grade or better than the year before. By year 5, the goal is for the school to have a rating of A.

Indiana Agriculture & Technology Career School will demonstrate improvement in the state's school accountability system. For each year of operation, Indiana Agriculture & Technology Career

School will receive a grade of D or better beginning in the first year of its evaluation. For each subsequent year, Indiana Agriculture & Technology Career School will receive the same grade or better than the year before. By year 5, the goal is for the school to have a rating of B.

IDOE Growth to Proficiency Table

Prior Year Status	LOW MOVEMENT		STANDARD MOVEMENT		HIGH MOVEMENT	
	Target Range	Points Awarded	Target Range	Points Awarded	Target Range	Points Awarded
PP2	0-43	50	44-61	100	62-99	150
PP1	0-43	50	44-61	100	62-99	150
P3	0-43	50	44-61	100	62-99	150
P2	0-42	50	43-59	100	60-99	150
P1	0-41	50	42-56	100	57-99	150
DNP3	0-39	0	40-62	75	63-99	175
DNP2	0-36	0	37-61	75	62-99	175
DNP 1	0-34	0	35-59	75	60-99	175

Goal 2: Documentation of Value Added

Percentage of students enrolled for at least one semester who make progress on the NWEA tests or other instrument as measured three times during the school year will increase.

Benchmark	Rating
>80%	Exceeded
70-80%	Met
<70%	Did Not Meet

**Goal 3: Graduation
Rate**

Using the first year of operation as a baseline, the graduation rate will increase a minimum of 5% on an annual basis.

**Goal 4: Participation
Rate**

Beginning in year 1, the percentage of students required to take state-mandated tests and who participate will increase 5% per year from a baseline of 75%. Minimum participation rate will be 95%.

**Goal 5: School-wide
Satisfaction**

The percentage of students, parents, and staff reporting satisfaction with their school experience will be at or above 80% as determined by a third-party survey, agency to be determined at a later date.

Benchmark Levels	Rating
>80% will report satisfaction	Exceeded
70-80% will report satisfaction	Met
<70% will report satisfaction	Did Not Meet

Organizational Goals

With its unique integration of technology and individualized educational programs, Indiana Agriculture & Technology School will:

- **Improve student learning** as quantified in the goals and objectives, utilizing the methodologies detailed in this application.
- **Increase learning opportunities for students**, particularly those not currently well-served or for whom online learning is the most appropriate choice.
- **Encourage the use of a variety of productive teaching methods**, including cutting edge applications of technology to meet very specific student learning needs.

- **Establish new forms of accountability for schools** by using very detailed student learning data to guide instructional decisions while providing unprecedented transparency in the teaching and learning process.
- **Virtual, blended approach with direct teacher supervision** supports learning styles that require flexible schedules, unique learning abilities and personal challenges,
- **Create new professional opportunities for Student Learning Advocates**, who are at the very center of Indiana Agriculture & Technology School education model.
- **Assist all Indiana students in reaching academic excellence** through a focus on improved achievement for students who are otherwise not thriving in the state's public or private education system.
- **Become a laboratory for the development of best-practices** in every aspect of online education
- **Establish a network of corporate and farming partners** throughout the state that will provide internships, part time and full-time jobs for Junior and Senior year students who maintain academic standards and progress toward graduation,

Measurement and Evaluation of Academic Progress

Student assessment data will be collected daily, weekly, monthly, at the end of each semester, and at the end of the school year. State-mandated test results, NWEA assessments, and other artifacts of student work will be used to determine academic growth. Students placed into the RtI Program will be tracked separately, in addition. Results of the NWEA assessments will be compiled by grade level and for the school as a whole. Because this is a virtual school, grade level determination is made on a case-by-case basis after careful examination of the student's transcripts, standardized test score, other artifacts of student work, and any additional factors such as an IEP, High Ability Education, or 504 Plan. As a part of the initial course selection process with the student's Student Learning Advocate, parents and students are provided with specific information regarding the student's current grade level and the requirements' for progressing to the next in each subject area. Students in grade 9 and above will have a graduation check list created for them by the schools Guidance Director. This document will be constantly updated and reviewed with both the student and his or her parents, so that they are always informed of the student's progress toward completing all graduation requirements.

Student Information System

GENIUS will be our student information system provided by EDGENUITY. More detailed information on how the system will work will be provided at a later date as we develop our program.

High School Graduation Requirements (*High Schools Only*)

To complete all the requirements for graduation, Indiana Agriculture & Technology School students must successfully complete all Indiana Graduation Requirements as described in IC §20-32-4. To earn credits, a student must successfully complete the

academic class with a grade of 60% or higher. Grade point averages are calculated on a 4-point scale, and students and parents have access to all grades at all times. The graduation checklist will serve as the transcript for high school students and will contain all courses with grades and results of all standardized tests. A complete listing of all academic courses, including electives may be found in the academic catalog, a copy of which is included with this application.

The rigor of the academic courses, combined with the number and types of courses required by Indiana for a student to graduate absolutely ensures that the student will be well prepared for post-secondary opportunities, either academic or in the workforce. A key component of Indiana Agriculture & Technology School will be offering its qualified students the opportunity to enroll in dual credit courses, thus enabling students to graduate with several college credits.

The student assistance program and RtI (Response to Intervention) program provides immediate and ongoing assistance to students who are struggling academically. All students will be given two tests at the time of enrollment to determine their level of achievement in both reading and math. Indiana Agriculture & Technology School has selected NWEA (Northwest Educational Assessment) to utilize in addition to all state-mandated and national testing. Universal screening is key to making data-driven decisions and empowering every student to achieve his or her academic goals. The tests are aligned to state standards and can be used to predict proficiency on high-stakes tests, understand how reading and math skills are developing, and construct appropriate remedial help when necessary. With powerful online assessments that act like reading and math specialists, and supplemental online instruction tailored to each child's profile, Student Learning Advocates can help provide fast and powerful assistance to students. These assessments adjust to the student in real time, reducing test frustration and providing the school and parents with valuable diagnostic data and instructional recommendations. Based on the results of these tests, students can be placed immediately into a variety of programs, all designed to promote skills mastery and academic achievement.

School Calendar and Schedule

Indiana Agriculture & Technology School will operate a balanced calendar with 188 official school days, with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster, or as indicated on the school calendar posted on the school's website. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed. Every student will be provided with contact information for his or her Student Learning Advocates and the school's administrative personnel. This information will include phone numbers as well as email addresses. All personnel are required to return phone calls and emails in 24 hours or less, Monday through Friday. Students may access their courses at any time, 24 hours/day, 7 days/week, 365 days/year. All semester courses are designed to be completed within the academic calendar, with the student spending approximately 1 hour per subject per day. Students will be expected to be enrolled in a minimum of 5 courses per semester, which will total more than 940 hours of instructional time per 188 days. Each day that a student is in attendance, the student will log into GENIUS to access his or her courses. The students are assigned login passwords and usernames by the Technology

Director when the course selection is complete. Students are provided with extensive orientation by the school about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue. The school recommends that a student spend an hour per day per subject, but the school day can be broken up to accommodate a student's needs. Logging into GENIUS automatically records attendance, time spent in the courses, grades, and any additional information needed by the school.

This data is housed in GENIUS, the Student Information System. According to data collected on current online schools throughout the country, middle school students typically spend 5.5-6.0 hours per day doing course work, again dividing their instructional day into 2 sessions. Historically, high school students have spent 6+ hours per day doing course work, and they tend to divide this into 1 short and 1 long session. Some high school students, with the assistance of their Student Learning Advocate, devise a block schedule for themselves, thus progressing through their course work at a different pace. Accurately documenting attendance is critically important for every school, but especially for virtual schools. Accurate and timely data is essential to the effective management of the school and for the state's required reports, as well as the documentation of a student's progress. Indiana Agriculture & Technology School will utilize the attendance policies developed by the school. Because of the diverse student population who may enroll in this school, the following exceptions to normal, regular attendance may be necessary:

1. ***Students who are ill:*** Students with chronic or acute illnesses (long-term), should notify their Student Learning Advocates of any special needs they have with regard to completing course work. The Student Learning Advocates may request that the attending physician write or email the school explaining the student's needs. The Student Learning Advocates will document those needs, and ensure that the student's record reflects this.
2. ***Students who are elite athletes:*** Students who compete in a sport that requires travel should notify their Student Learning Advocates of the schedule and provide them with documentation of the days when they will be traveling and/or competing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.
3. ***Students who are performers:*** Students who are performers or musicians and need to travel or designate certain days when they cannot be in attendance should notify their Student Learning Advocates and provide them with documentation of the days when they will be traveling and/or performing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.

School Culture

The success of the educational model will ensure that this school's students will have access to the highest quality online curriculum (EDGENUITY) and the internationally acclaimed instructional practices that focus on the individualized learning needs of all students. Continuous communication between the school's faculty, administration, parents, and students

will create an environment where all students have the support needed to achieve academic success.

Indiana Agriculture & Technology School will create, as the most important aspect of its mission and vision, a student-centered learning environment that places the student and his or her success and well-being at the center of all activities and efforts. Every student will be assigned to a Student Learning Advocate who will fill the roles of mentor, learning coach, and guidance counselor. The Student Learning Advocate will maintain a minimum of weekly contact with the student and his or her family, assist the student in choosing appropriate courses, monitor attendance and academic progress, and be available to meet with the student and family at one of the school's Student Support Centers. This multi-layered approach to student support has documented results in increasing student achievement.

During the enrollment process, students and parents will be provided with a student-parent handbook that contains extensive information about every aspect of the school, including contact information for the Student Learning Advocate, help desk, and other departments of the school. At this time, parents and students will be provided with copies of the academic honesty policy, acceptable use of technology policy, and the student/parent contract, which details expectations for attendance, participating in state and school mandated tests, and maintaining frequent contact with the Student Learning Advocate. At this time and at the time of the initial phone call from the Student Learning Advocate, students and parents will be fully briefed on the student-centered philosophy of the school and its commitment to seeing every student succeed.

Students with special needs, English Language learners, and any student deemed to be at risk of academic failure will be closely and carefully monitored. Supplemental programs will be provided as needed. Detailed explanations of the various programs are found in the section titled "Special Populations and At-Risk Students".

A typical day for a middle school student would include spending approximately one hour per subject, engaged in both the instruction and completing any assignments and/or related activities. Some students work with their Student Learning Advocate to create a block schedule, while others work on all courses at the same time. Students have the ability to determine their own pace for each course, so that students who require more time to absorb material in one course can move at a slower pace for that class, while maintaining a regular pace for the other courses in which he or she is enrolled. There is a course calendar located on the menu bar on each course's home page. This will help the student, parent, and Student Learning Advocate to see how the student is progressing through the course. The typical lesson requires about 1.5 hours for the student to complete, thus enabling the student to complete 2.5 lessons per week per subject and complete a semester course in 94 days.

Student Learning Advocates, who are Indiana certified, spend their days reviewing attendance and grades for every student to whom they have been assigned and contacting the students and their families. Student Learning Advocates create a schedule for contact so that the parent and student are available for this weekly contact. During the call, the Student Learning Advocate will review the student's attendance and grades in each course, remind the student of upcoming state or school mandated tests, offer any assistance, remind families of field trips and other

school activities, order new courses when needed, and provide supplemental programs when needed. If the student is participating in any supplemental programs, time will be spent reviewing exactly how the student is progressing and detailing specific goals and objectives. Student Learning Advocate must return all phone calls and emails in 24 hours or less. Student Learning Advocates may also meet with the student and his or her parents at one of the Student Support Centers to provide additional assistance to the student.

Supplemental Programming

Indiana Agriculture & Technology School will operate on a year-round basis concurrent with our academic school calendar (188 instructional days), with the exception of national holidays or as indicated on the school's web site.

Indiana Agriculture & Technology School plans to offer field trips and sponsor family activities and informational sessions. Field trips will be free for the students, and families may attend at their own cost. Family activities, such as school picnics and informational sessions will be offered at the Patriot Farm and/or Student Support Centers and will be free of charge to all students and their families. Funding for these initiatives will come from the school's budget. The goal will be to offer a field trip at least once a month, as well as to offer activities and programs at Patriot Farm, Student Support Centers, and various locations throughout the state as often as twice a month.

Indiana Agriculture & Technology School is dedicated to providing student-centered services in a professional and compassionate manner, utilizing highly trained staff to individualize educational strategies that will empower each student to succeed. While this is a challenge in a virtual school, the administration of Indiana Agriculture & Technology School has had extensive experience in creating and maintaining a student-centered environment, where students feel valued and respected. Indiana Agriculture & Technology School will implement the Student Assistance and RtI model. In addition, faculty and staff will receive ongoing professional development in best practices in mentoring in an online environment. Finally, the creation of Student Support Centers around the state will enable students and their families to meet with faculty and administration.

Indiana Agriculture & Technology School will utilize the full range of supplemental programs designed to engage students, encourage those who are struggling and empower those who are excelling to expand their academic horizons.

Special Populations and At-Risk Students

This school will serve students with disabilities whose needs can be met in an online environment, even if the use of assistive devices is required for the students to complete their course work and even if the student has been unable to have his or her needs met in a traditional brick and mortar classroom. It is the experience of our team that many students with disabilities thrive in this online learning environment, particularly students with Asperger Syndrome, Tourette Syndrome, ADHD, ADD, PDD-NOS (Pervasive Developmental Disorder-Not Otherwise Specified), and other disabilities. Students with profound hearing loss may also be very successful in this learning environment, as are

students with school phobia, chronic illness, physical disabilities, and other disabilities.

This school will hire a fully-qualified and experienced Director of Special Education Services, with experience in online education, to oversee the special education faculty and to ensure that every student identified as having a disability receives any and all accommodations and services as dictated by the student's IEP, and to oversee and direct all activities of the special education department, including testing and evaluations, IEP conferences and any other duties as may arise. The Director of Special Education will be a certified special education Student Learning Advocate in the state of Indiana, with experience in administration of special education programs. All Student Learning Advocates assigned to students with IEPs or who have been identified under IDEA will be certified in special education in the state of Indiana. It is the responsibility of this school to ensure that all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act (IDEA) 2004. The IDEA 2004 requires each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA 2004 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights. This school fulfills the above duties with this annual notice, and will continue to post this notice annually. This school is required by the IDEA 2004 to provide a free and appropriate public education (FAPE) to school age children with disabilities who need special education and related services. School age children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities:

- Autism
- Deaf-
- blindness
- Deafness
- Emotional
- Impairment
- Hearing
- Impairment Mental
- Retardation
- Multiple Disabilities Orthopedic Impairment
- Other Health Impairment
- Specific Learning
- Disability Speech or
- language Impairment
- Traumatic Brain Injury
- Visual Impairment

Screening

This school will establish and implement procedures to locate, identify, and evaluate school age students suspected of being eligible for special education. These procedures include screening activities that include but are not limited to: review of group based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, first, second, and third grades); vision screening (every grade level); motor screening; and speech; and speech and language screening. Except as indicated above or otherwise announced publicly, screening activities will take place in an ongoing fashion throughout the school year. Screening is conducted at one of the Student Support Centers, unless other arrangements are necessary. If parents need additional information about the purpose, time and location of screening activities, they will be able to call or write to the school's Director of Special Education.

Evaluation

When screening indicates that a student may be eligible for special education, this school will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term procedure, used selectively with an individual child, does not mean basic tests administered to or procedures used with all children. This evaluation is called an Individual Assistance Evaluation. This evaluation is conducted by a multidisciplinary team (IAT), which includes a Student Learning Advocate, other qualified professionals, and the parents. The process must be conducted in accordance with specific timelines and must include protection in evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased. The process results in a written evaluation report called a Comprehensive Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. Parents who think their child is eligible for special education may request at any time that the school conduct a multidisciplinary evaluation. Requests for a multidisciplinary evaluation should be made in writing to the Special Education contact person. If a parent makes an oral request for a multidisciplinary evaluation Indiana Agriculture & Technology School shall provide the parent with a form for that purpose. Parents also have the right to obtain an independent education evaluation. The school must provide to parents on request information about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at parent's expense.

Educational Placement

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include at least two members in addition to the parent(s). Other required members include at least one regular education Student Learning Advocate of the child (if the child is, or may be participating in the regular education environment), at least one special education Student Learning Advocate, or where appropriate, at least one special education provider, and a representative

of the school. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based on the results of the multidisciplinary evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the ER.

An IEP describes a student's current educational levels, goals, objectives, and the individualized programs and services, which the student will receive. IEP's are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention. Placement must be made in the least restrictive environment (LER) in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Services for Protected Handicapped Students

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination (in particular, 34 CFR Part 104 and 28 CFR Part 35). This school must ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal laws the school will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate

to the student's abilities. To qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought to be eligible students. The parent may initiate an evaluation if the parent believes a student is a protected handicapped student. For further information on the evaluation procedures and

provision of services handicapped students, parents should contact the Special Education Contact.

Mode of Communication

The content of this notice has been written in straightforward, simple language. If a person does not understand any of this notice, he or she should ask the Special Education Contact for an explanation. The school will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the school district will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication). The school will provide any and all services dictated by the student's IEP through the use of contracted services with approved providers.

Transition Services

IDEA requires that transition planning begin at the earliest age appropriate. For each student with a disability, beginning at age 14 (or younger, if determined appropriate by the IEP team),

the IEP must include a statement of the student's transition service needs that focuses on the student's course of study (such as advanced academic courses, technical training, or intensive employment preparation). Thus, beginning at age 14, the IEP team, in identifying annual goals and services for a student, must determine what instruction and educational experiences will help the student prepare for the transition from school to adult life. For example, if a student's transition goal is to secure a job, a transition service need might be enrolling in a career development class to explore career options and specific jobs related to that career. A statement of transition service needs should relate directly to the student's goals after high school and show how planned activities are linked to these goals. The law requires that the IEP team begin no later than age 14 to address the student's need for instruction that will assist him or her in preparing for transition. Beginning at age 16 (or younger, if determined appropriate by the IEP team), the IEP must contain a statement of needed transition services for the student, including, if appropriate, a statement of interagency responsibilities. This includes a coordinated set of activities with measurable outcomes that will move the student from school to post-school activities.

This school plans to provide its students with the best possible transition services. To this end, the school will utilize a career exploration program for students.

- Delivers simple, age appropriate content customized by developmental level, middle school versus high school.
- Provides a reliable foundation for career exploration by starting the process with research-based assessments.
- Helps students easily navigate through their career options while making connections between coursework and the world of work.
- Supports high school completion and confident college choices with flexible education planning tools.
- Promotes effective career preparation by introducing students to lifelong portfolio development.

Assistive Technology

Assistive technology products are designed to provide additional accessibility to individuals who have physical or cognitive difficulties, impairments, and disabilities. When selecting assistive

technology products, it is crucial to find products that are compatible with the computer operating system and programs on the computer being used.

Descriptions of Assistive Technology Products

Alternative input devices allow individuals to control their computers through means other than a standard keyboard or pointing device. Examples include:

- Alternative keyboards—featuring larger- or smaller-than-standard keys or keyboards, alternative key configurations, and keyboards for use with one hand.
- Electronic pointing devices—used to control the cursor on the screen without use of hands. Devices used include ultrasound, infrared beams, eye movements, nerve signals, or brain waves.
- Sip-and-puff systems—activated by inhaling or exhaling.
- Wands and sticks—worn on the head, held in the mouth or strapped to the chin and used to press keys on the keyboard
- Joysticks—manipulated by hand, feet, chin, etc. and used to control the cursor on screen.
- Trackballs—movable balls on top of a base that can be used to move the cursor on screen.
- Touch screens—allow direct selection or activation of the computer by touching the screen, making it easier to select an option directly rather than through a mouse movement or keyboard. Touch screens are either built into the computer monitor or can be added onto a computer monitor.
- Keyboard filters are typing aids such as word prediction utilities and add-on spelling checkers that reduce the required number of keystrokes. Keyboard filters enable users to quickly access the letters they need and to avoid inadvertently selecting keys they don't want.
- Light signaler alerts monitor computer sounds and alert the computer user with light signals. This is useful when a computer user cannot hear computer sounds or is not directly in front of the computer screen. As an example, a light can flash alerting the user when a new e-mail message has arrived or a computer command has completed.
- On-screen keyboards provide an image of a standard or modified keyboard on the computer screen that allows the user to select keys with a mouse, touch screen, trackball, joystick, switch, or electronic pointing device. On-screen keyboards often have a scanning option that highlights individual keys that can be selected by the user. On-screen keyboards are helpful for individuals who are not able to use a standard keyboard due to dexterity or mobility difficulties.
- Reading tools and learning disabilities programs include software and hardware designed to make text-based materials more accessible for people who have difficulty with reading. Options can include scanning, reformatting, navigating, or speaking text out loud. These programs are helpful for those who have difficulty seeing or manipulating conventional print materials; people who are developing new literacy skills or who are learning English as a foreign language; and people who comprehend better when they hear and see text highlighted simultaneously.
- Screen enlargers, or screen magnifiers, work like a magnifying glass for the computer by enlarging a portion of the screen which can increase legibility and make it easier to see items on the computer. Some screen enlargers allow a person to zoom in and out on a particular area of the screen.
- Screen readers are used to verbalize, or "speak," everything on the screen including text, graphics, control buttons, and menus into a computerized voice that is spoken aloud. In essence, a screen reader transforms a graphic user interface (GUI) into an

- audio interface. Screen readers are essential for computer users who are blind.
- Speech recognition or voice recognition programs, allow people to give commands and enter data using their voices rather than a mouse or keyboard. Voice recognition systems use a microphone attached to the computer, which can be used to create text documents such as letters or e-mail messages, browse the Internet, and navigate among applications and menus by voice.
 - Text-to-Speech (TTS) or speech synthesizers receive information going to the screen in the form of letters, numbers, and punctuation marks, and then "speak" it out loud in a computerized voice. Using speech synthesizers allows computer users who are blind or who have learning difficulties to hear what they are typing and provide a spoken voice for individuals who cannot communicate orally, but can communicate their thoughts through typing. EDGENUITY allows multiple languages and translation to be used in text to speech.
 - Talking and large-print word processors are software programs that use speech synthesizers to provide auditory feedback of what is typed. Large-print word processors allow the user to view everything in large text without added screen enlargement.
 - TTY/TDD conversion modems are connected between computers and telephones to allow an individual to type a message on a computer and send it to a TTY/TDD telephone or other Baudot equipped device.

This school will continue to research and procure the best in assistive technology products for its students. The Director of Special Education will work closely with the Director of Technology to ensure that the implementation of all assistive technology is fully supported.

The establishment of English Language Learners Committee is vital when considering the educational needs of ELL identified students. Members shall include an administrator, ELL Student Learning Advocate/coordinator, classroom Student Learning Advocate, parent/guardian and, if needed, family representative to serve as liaison to the Student Learning Advocate, community language facilitator or liaison, and the ESE Student Learning Advocate. This notion of committee validates the point that education is a multi-aspect endeavor. This also reinforces the school's commitment in establishing strong family and cultural relationships. Upon enrollment, students will be given an enrollment packet presented in their natural language.

Included in the enrollment packet is a Home Language Survey which must be completed by each student at registration. This registration form will be carefully reviewed for parent/guardian signature and for parent/guardian understanding of and correctly answering the three Home Language Survey Questions. Upon review the form will be filed and remain in the student's cumulative folder. The Home Language Survey consist of three questions as follows:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Students who have answered yes to any of the three questions will be required to participate in a language assessment. A student who answers yes to question #1 will be assigned to a regular

education group until the program assessment and language assessment can be administered. If a student answers yes to questions #2 and/or #3 of the three Home Language Survey, he/she will be placed into an ELL group until the English language proficiency assessment is administered. A student's educational background, previous transcripts, assessments and parental input are important components of the decision-making process. The ELL committee will review the student's previous work and meet with the student and parent to discuss placement and to develop his/her ELL Student Plan. A community language facilitator will be made available to the parent and family as needed during this process. The ELL Student Plan is a written document that identifies the student's name, instruction by program, including programs other than the ESOL programs, amount of scheduled instructional time, assigned courses, and date of the student's ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit the student as English proficient. The ELL Student Plan will be filed with his/her cumulative folder. Each student's ELL plan is reviewed and updated by the Student Learning Advocate mid-year.

Indiana Agriculture & Technology School will use resources that are made readily for the implementation of ELL services. These services may include but are not limited to community partnerships with resources made available through the IDOE, and professional development opportunities. This aspect of ELL is done to ensure that Indiana Agriculture & Technology School is providing the most effective academic services to ELL students with respect to both academic and cultural values.

Instruction will be provided in an online environment through EDGENUITY with support from highly qualified student learning advocates. Because the EDGENUITY is presented in an online format, material can be printed out for the student. This provides an opportunity for the student to compile a portfolio of lessons as to ensure understanding and recall of specific concepts. The courses, materials, and resources can be utilized as they are with non-ELL students. Content Student Learning Advocates of ELL students will supplement their instruction with a variety of resources and materials that support student achievement in language proficiency and academic content. Both content area and ESOL Student Learning Advocates will work together to provide instructional consistency. The school will also provide the opportunity for ELL students who qualify to partake in the honors and Advanced Placement courses as well as any special needs programs if applicable to the student.

Students who have met the exit criteria are coded as LF which means the student will be monitored for a period of two years from the date of exit. The ESOL Student Learning Advocate/coordinator and administrator will monitor the progress of each student who has exited the ESOL program. The required four report cards will be reviewed, dates documented and signed by the administrator and ESOL Student Learning Advocate/coordinator. A student's progress that falls below average in any content area will be referred to the ELL Committee for further discussion on strategies and changes that may be necessary to support the student. Students who are eligible to return to the ESOL program will be reclassified as ELL and meet with the ELL Committee to develop a new ELL Student Plan. All new information will be filed in the student's ELL folder which is then filed with the cumulative folder. Utilizing the mainstream/inclusion instructional model, reclassified students will receive instruction in all content areas from both the ESOL Student Learning Advocate and

general education Student Learning Advocate.

Indiana Agriculture & Technology School will employ highly qualified, certified Student Learning Advocates and a minimum of one ESOL endorsed Student Learning Advocate. Additional Student Learning Advocates not already ESOL endorsed will begin the training at the onset of their first assigned ELL student. Indiana Agriculture & Technology School will adhere to all caseload ratios set forth by IDOE and will staff in accordance to such. Indiana Agriculture & Technology School will also take full advantage of partnering with other educational entities as well as promoting professional development opportunities as the need arises.

Indiana Agriculture & Technology School is committed to ensuring that the ESOL Programs and Services will help ELL Students achieve academic success and IDOE standards. The school ESOL curricula and instruction will be aligned with all Indiana Department of Education standards.

The school will make sure that:

- Comprehensive instruction is provided for ELL students through bilingual assistance, the use of ESOL strategies, and the use of supplementary materials.
- Students will be offered many opportunities to listen, speak, read, and write.
- Lessons will be aligned with Indiana state standards and documented as required by the state.

Any ELL student who does not meet specific levels of performance in reading, writing, science, and mathematics will be provided with resources to assist the student in meeting state expectations for proficiency.

- A LEP folder will be generated for each ELL student enrolled in the ESOL program.
- ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments
- An ELL committee will be formed and meet to resolve any issue that affects the instructional program of an ELL student. Parents will be invited to attend the ELL meeting.
- All efforts will be made to inform and orient parents through the use of materials that are translated to their language.
- The school will not deny English Language Learner students access to any EDGENUITY being offered to Non-ELL students.

Response to Intervention

Indiana Agriculture & Technology School will utilize the Response to Intervention Program that will be in place at the school. This comprehensive plan has a proven track record and it can be readily implemented in both an online and a traditional brick and mortar environment. Using universal screening to identify and diagnose the needs of all students who are performing below grade level or below the proficient level on state-wide assessments, Indiana Agriculture &

Technology School will compile data from the various screenings and move quickly to intervene with the student. The Response to Intervention Model looks like this:

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- ***High-quality, scientifically based classroom instruction.*** All students receive high-quality, research-based instruction in the general education classroom.
- ***Ongoing student assessment.*** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison, with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- ***Tiered instruction.*** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- ***Parent involvement.*** Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Each of these essential components is addressed in the "Include Essential Components" section of this Web site.

Though there is no single, thoroughly researched and widely practiced "model" of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All

students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system [such as curriculum-based measurement](#). At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs based on levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

Response to Intervention Overview

What is RtI? RtI is a service delivery framework or strategy for the implementation of early intervening services. It is a multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavioral risk. RtI allows educators to identify and address these difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in preventing failure and provides data that may guide eligibility decisions for learning disabilities.

The Goal

To develop:

- A comprehensive, multi-tiered intervention strategy to enable early intervention
- An alternative to the discrepancy model for the identification of at risk students
- Continuous monitoring of student progress
- Benchmark/outcome assessment

The Model

- An integrated approach for general, remedial, and special education needs
- Resources organized and scientifically research-based practices provided in direct proportion to student needs
- A best-practices approach
- All system variables-child, Student Learning Advocate, & environment
- Results in objective and measurable interventions

General Outcomes

- Increased expectations for ALL students
- Shared ownership for ALL students
- Focus on instruction
- Focus on the matching of instructional approaches/methods with the student's needs
- Reduce special education referrals
- Reduce disciplinary referrals

Admissions Policy and Criteria

For year one of the charter, Indiana Agriculture & Technology School will target enrollment to 550 students with a maximum projection of 1,000 students. Enrollment over the next four years will be Year 2 – 1000; Year 3 – 1250; Year 4 – 1500; and Year 5 – 2000. Targeted capacity after Year 5 will be 2000 students with a maximum capacity of 3,000 students by Year 7. A student enrollment lottery is in place and will be used for the 2018 - 2019 school year, if needed. See the policy at the end of the application with Attachment 6.

Both broad-based publicity efforts and targeted marketing will emphasize the mission of Indiana Agriculture & Technology School, so that self-selection by students and parents will help ensure an appropriate match between the school's mission and the educational and personal needs of applicants. The school will research and utilize an outside firm to help with our marketing and recruiting expertise and will utilize a fully developed plan to promote student enrollment.

Marketing and Recruiting Strategies for Indiana Agriculture & Technology School

STRATEGY AND GOALS

Our goal for Indiana Agriculture & Technology School Marketing and Recruiting campaign is twofold:

1. To raise awareness among parents and families in Indiana about the school, a new state-wide, full-time, online learning option for all 7th - 12th graders state-wide. Indiana Agriculture & Technology School will open for the 2018 - 2019 school year.
2. To promote the EDGENUITY online learning option, featuring innovative and engaging courses, and to build the credibility of Indiana Agriculture & Technology School as the leading online learning option in Indiana.
3. Offer a creative and innovative alternative to students who are motivated to pursue an Agriculture/agribusiness focused high school education
4. Provide a flexible, Core 40 based education using virtual online curriculum that is accredited.
5. Provide and support an agribusiness centered elective educational program that prepares students for expanded involvement in agribusiness

To achieve these goals, we will be implementing a multi-layer strategy in the state using

- Earned media outreach
- In-person information sessions
- Communicating with families in the state through radio advertising
- Targeted e-blasts
- Building and expanding a social media presence
- Implementing a small but highly targeted online advertising campaign

TACTICAL STRATEGIES

1. Indiana Agriculture & Technology School Reputation Audit

The conversations surrounding an organization online are critical to its brand and the impression of key audiences. In this case, because Indiana Agriculture & Technology School is launching for the 2018 -2019 school year, there will be very little, if any, existing online conversation about the program. It is still essential that the school gauges the environment and tone surrounding the general concept of online learning and e-schools in Indiana, as well as the presence and reputation of Indiana Agriculture & Technology School's competitors. We will conduct an online audit to examine these various conversations, researching traditional and online media, blogs, and social media to determine the impression of Indiana e-learning opportunities. By establishing a foundation of understanding of these broader topics in Indiana, we can ensure that we

position Indiana Agriculture & Technology School in a way that will resonate with our key audiences.

2. Indiana Agriculture & Technology School Landing Page

It will be important for parents, school counselors, and administrators to access Indiana-specific information, provided and managed by Indiana Agriculture & Technology School. Indiana Agriculture & Technology School will create a fully functional, easily searched website. This site will provide a description of the school and highlight its course offerings through EDGENUITY. The website will also feature enrollment and contact information, as well as a form that visitors can fill out that will enable the school to capture their information for future reference. The website will also feature information on the individual course offerings for academic initiative.

3. Outreach to Local Media Outlets

Reaching out to key education reporters, bloggers, television producers, radio hosts, and other media personalities in media markets throughout Indiana will raise awareness about Indiana Agriculture & Technology School and its EDGENUITY offerings. To that end, Indiana Agriculture & Technology School will do a series of statewide press releases highlighting the launch of the school program. These press releases will focus on introducing Indiana Agriculture & Technology School and announcing enrollment for the 2018 - 2019 school year, the individual course offerings, and the benefits and opportunities of online learning. All the releases will maintain a focus on the school and the benefits and options it provides to students and families who participate.

The timing of these press releases will tie in with the many information sessions that are planned for the months following the charter's approval. In addition to issuing these press releases, the school would like to invite reporters to attend these information sessions in person, to meet school and school representatives and to speak to families who are considering the cyber school option for their children. By reaching out to reporters and speaking with them face-to-face, the school can begin to build a relationship with the key media outlets in the state that will continue into the school year and beyond.

4. Social Media

Involvement in social media will be essential to spreading our key messages in Indiana. Indiana Agriculture & Technology School is in the process of dramatically expanding their presence on Facebook and Twitter, You Tube, and Instagram. The school will capitalize on this expanded presence, driving traffic to these sites to build the online community of supporters for individuals interested in Indiana Agriculture & Technology School information. It has been our experience that traditional media outreach and social media presence are intertwined; as one grows, the other grows, and vice versa. The outreach in both spaces will use the best stories, case studies, reporting, and community activity to continue to create awareness about our school and the online learning options provided through Indiana Agriculture & Technology School.

Facebook – Indiana Agriculture & Technology School

Indiana Agriculture & Technology School will be creating a Facebook page to promote the school's brand and online learning options. This page will provide a community

forum for the students and families who enroll in the school, as well as serve to share the story of the organization with potential students & interested parents. Once the school year begins, that presence will continue to grow with direct input from Student Learning Advocates, school administrators, and even students. The Facebook page will also drive traffic back to the Indiana Agriculture & Technology School landing page.

Facebook – EDGENUITY

The Facebook page will serve as a key resource and promotional tool in a space where many of the target audience members visit at least once a day. The page will house key information about EDGENUITY and courses available for potential students.

5. Google Search Word Ads

Buying online ad words is an effective, highly targeted, and relatively inexpensive method to drive visitors to the school sites. By purchasing a set of relevant search terms, the website link will appear when our target audiences have their hands raised and are looking for information on our topic.

6. Banner Ads

Banner (image) ads run the same way as Google Ad words search advertising, meaning that the search terms provided will determine placement of the ads. The school will have the option to pay per click, or per impression (image ads per click usually runs slightly higher than the regular search advertising), and similar to our other campaigns, we can set a daily budget, so we are guaranteed to stay within our spending limit. Indiana Agriculture & Technology School can also find and choose placements for an ad based on categories (education, home school, etc.), specific URLs, or demographics.

This online advertising will be important in the outreach to Indiana families to ensure that they are aware of the launch of the school; it can also be tailored to provide details and specifics on the various information sessions that will be held in the state, to drive attendance to those sessions.

7. Radio Blasts

Indiana Agriculture & Technology School will develop a soft radio & print marketing campaign promoting the school and the EDGENUITY offerings, and open enrollment, to run in participating Indiana markets in early Winter 2018. This campaign will ramp up as information sessions are established.

8. E-blasts

As part of the landing page, Indiana Agriculture & Technology School will include a form to fill out that will “capture” visitor’s key information, including email address. As the school builds up the list of interested people and contacts, they will start to send them e-blasts with information about Indiana Agriculture & Technology School and its academic offerings. These e-blasts will allow the school to reach families directly, providing them with resources, the website for the school, and other vital details about where they can go with questions and to receive more information about the cyber program.

9. Mailings, Field Marketing Events, Information Sessions – TBD

To promote the information sessions and to be sure the information is reaching key audiences with information about the cyber school, Indiana Agriculture & Technology School will utilize its e-blast system to send the specific logistics for information sessions, to ensure people know when and where they can attend in-person to receive more information about the cyber program.

Student Attendance

Classroom management and student discipline are unique in a virtual school. Key to the issue of classroom management is the documentation of attendance and course work. Students will need to become acclimated to the virtual school environment, and the role of the Student Learning Advocate is an important part of this, since the Student Learning Advocate is the student's first point of contact with the school and his or her resource for all academic issues. A process will be in place to deal with students who are not fulfilling their responsibility academically while a student at Indiana Agriculture & Technology School. This process is called Academic Review Status Policy which has a three-step process. The process is included in Attachment 4 of the application.

Student Engagement Policy

Per IC 20-24-7-13, a student who fails to participate in courses may be withdrawn from enrollment with the school provided that the following has been followed:

1. Adequate notice of the withdrawal is provided to the parent and the student; and
2. An opportunity is provided, before the withdrawal of the student by the school, for the student or the parent to demonstrate that failure to participate in the course is due to an event that would be considered and excused absence under IC 20-33-2.

Our Academic Review Status policy provides the adequate process required for the Student Engagement Policy. See Attachment 4 for the Academic Review Status Policy.

Documentation of Attendance

Indiana Agriculture & Technology School will operate on a balance calendar (188 Instructional Days) with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed.

Each day that a student is in attendance, the student will log in to GENIUS to access his or her courses. The students are assigned login passwords and usernames by the Student Learning Advocate when the course selection is complete. Students are provided with extensive orientation by the Student Learning Advocate about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a

technical issue. The school recommends that a student spend an hour per day per subject, but the school day can be broken up to accommodate a student's needs. Logging into GENIUS automatically records attendance, time spent in the courses, grades, and any additional information needed by the school. This data is housed in GENIUS, the Student Information System. According to data of existing virtual schools and research, middle school students typically spend 5.5-6.0 hours per day doing course work, again dividing their instructional day into 2 sessions. Historically, high school students have spent 6+ hours per day doing course work, and they tend to divide this into one short and one long session. Some high school students, with the assistance of their Student Learning Advocate, devise a block schedule for themselves, thus progressing through their course work at a different pace.

Progress in Course Work

Students' progress will be carefully monitored by the Student Learning Advocate assigned to that student, and this will be done on a weekly basis or more frequently, if needed. Each week the Student Learning Advocate will contact the student and parent/guardian to discuss the student's attendance and progress in all courses. Adjustments and suggestions for improvement will be discussed at this time. Students who are struggling academically or who have other problems may be contacted more frequently to best meet their needs.

Student Discipline

Indiana Agriculture & Technology School is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, we expect our students, administration, faculty, and staff to support our vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Attachment 7 provides information on student expectations for the school.

Indiana Agriculture & Technology School will create a positive discipline plan and learning environment to encourage appropriate student behavior. An added component to dealing with these students will be interventions such as guidance counseling sessions, Student Learning Advocate-parent-student meetings, both online and in person, and other interventions designed to identify the root problems and teach appropriate behaviors.

The school will have a strict discipline policy for students who engage in fighting or other aggressive behavior as defined by the Indiana Department of Education. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately through suspension or dismissal. Administrators, faculty, and staff will receive training designed to prevent and minimize disruptive and aggressive student behavior. Students who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan prescribed in their Individual Education Plans. Although this school is a virtual school, because of the availability and frequency of interactions between students, their families, and school personnel, all students will be expected to conduct themselves appropriately while on school property, attending a school function or interacting with school personnel. Appropriate behavior includes, but is not limited to, language use, dress, and non-verbal communication, in

compliance with all school policies. Indiana Agriculture & Technology School is dedicated to providing student centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Thus, one of the most important under-girding principles is the creation of a learning environment based on respect for all. The following codes of conduct serve to promote and enforce this environment. Students and parents are asked to sign the following agreements: Student Parent Contract, Acceptable Use of Technology Contract, and the Academic Honesty Policy Contract.

Parent and Community Involvement

Role in Development of School

The Governance for Indiana Agriculture & Technology School has been structured to optimize open and direct communication between the Board and parents. Board Meetings will be open to the public and held to afford participation by as wide a spectrum of parents as possible. A School Advisory Council will be established, which will be comprised of parents, Student Learning Advocates, administration, select students, and local community members. The Advisory Council will work collaboratively with the Governing Board and school administration to offer recommendations for continual School improvement, fundraising and safety. Governing Board meetings will include a standing agenda item for a report from the Advisory Council and/or comment opportunity for public comment. Additionally, an annual Parent/Student Satisfaction Survey will be administered in the interest of incorporating apparent satisfaction into the overall evaluation and success of the school.

Parent involvement is an important component for student success. Parents will be encouraged to attend “Parent Night” meetings which provide parents and guardians the opportunity to learn about the school, meet with administrators to discuss student progress and learn tips on how to support student learning and attendance. These will be held at specific locations throughout the state. Other parent involvement activities include volunteering during student field trips and activities, career fairs, and student graduation activities. As applicable, parents may share their career experience and expertise during a student career seminar. Effective communication and a positive relationship with parents will promote and encourage parent support and involvement in the school.

Process for Dissemination of Information

Parents and community members will be informed about the development of the school via the school’s web site, blog, and various social media. Informational sessions will be scheduled at the various Student Support Centers, and radio, Internet, and print media ads will be purchased to inform parents and community members of these sessions.

Program to Encourage Parental/Community Involvement

The school will seek to actively involve parents as much as possible. In a document titled “Everyone Plays a Part” that is included in the Student/Parent Handbook, parents are reminded

of the role, they play when their children are enrolled in an online learning environment:

The Role of the Parent/Guardian

1. Available to supervise the student while the student is completing his/her school work.
2. Contact should be maintained with your Student Learning Advocate or anytime you have a question.
3. Adhere to Indiana Agriculture & Technology School's attendance policies. Immediately inform your Student Learning Advocate of any illness or extended time away from your child's studies.
4. Provide proper documentation to the GENIUS of any email address, phone number or residency changes.
5. Participate in universal screening and interventions, including but not limited to NWEA and all state-mandated testing. It is the responsibility of the parent to provide transportation to all on site, state-mandated testing.
6. Provide health records annually.
7. Notify your Student Learning Advocate if you have a technical issue that prohibits your child from completing school work based on their academic plan.
8. Liability for the school's equipment and materials is the responsibility of the parent.
9. Parents will be encouraged to participate in field trips, informational sessions, and all student activities.
10. Parents will also be invited to become a part of the School Advisory Committee.

Community Resources, Evidence of Support

Indiana Agriculture & Technology School's will work with a university to offer early college opportunities will provide unprecedented opportunities for its students. It is hoped that students will have access to academic opportunities in the form of dual credit courses, attendance at lectures and campus events, and the opportunity to interact with educational professionals at the college and post- graduate level. In addition, it is hoped that Indiana Agriculture & Technology School will become a laboratory for the development of best-practices in every aspect of online education, and in so doing, will be able to enhance every student's academic experience through the input of visiting scholars.

Educational Program Capacity

The Board of Directors will conduct a search for a qualified school leader(s). Utilizing ads in professional journals and other sources, Indiana Agriculture & Technology School will compile a list of qualified applicants, and then begin the process of interviewing them in person. The Executive Director will communicate with the Board of Directors providing regular updates on status of the leadership team and other employees of the school.

Qualifications for Executive Director:

- Minimum of a Master's Degree in Education with a certification in administration and supervision, certification in educational leadership,

or

- An equivalent certification approved by the Indiana Department of Education.

Additionally:

- Minimum of three (3) years of experience in a supervisory role
- Minimum of three (3) years of teaching experience in online environment
- Excellent oral and written communication skills
- Ability to use Microsoft operating system and be proficient with Microsoft Office applications to include Word and Excel, and ability to use the Internet
- Effective organizational skills with the ability to perform multiple tasks
- Satisfactory completion of criminal history/background check

The staff from Indiana Agriculture & Technology School represent the leading experts in the US in online education and virtual school development and management. These individuals have a proven track record of success, and they can ensure the success of the school.

The team from Indiana Agriculture & Technology School will work on a nearly full-time basis to perform all necessary tasks and duties that will lead to the school's opening and ongoing management, including but not limited to the following: admissions, marketing, GENIUS, EDGENUITY, universal screening, RtI and student achievement programs, professional development for all Board members, school administration, faculty and staff, financial management, human resources, technology support, purchasing, and ongoing supervision and support of and for all aspects of the school.

Responsibilities and Roles of School Personnel

Title	Roles and Responsibilities	Accountability
Executive Director Chief Academic Office	Budgets; Board Development/Relations/ Authorizer; School District; Legal; Core 40 Academics; Special Education; Guidance	Reports to Governance Board
Executive Director Chief Operation Office	Agriculture Education/Tech; Marketing; Career Services; Corporate Support (Ag Companies); Board Relations; School District Legal	Reports to Governance Board
Director of Special Education	Oversees all day-to-day operations and programs for all students with an IEP or GIEP, oversees all Student Learning Advocates working with IEP students.	Reports to Chief Academic Officer

Director of Guidance	Oversees all student academic course work and works with Student Learning Advocates on student academic progress.	Reports to Chief Academic Officer
Student Learning Advocate	Provides all services to students including ordering courses, monitoring progress, and all guidance duties	Reports to Chief Academic Officer and/or Director of Special Education
Business Manager	Oversees all day-to-day financial transactions, prepares all financial reports for Executive Director and Governance Board. Works closely with Bookkeeping Plus.	Reports to Executive Director(s)
Registrar	Oversees all student enrollment registration; Manages all student files for receiving or sending from/to schools; Provides student transcripts to colleges/universities; Oversees and updates all student information for student files.	Reports to Guidance Director
Technology Director	Staff help desk, address any and all technology issues, including hardware, software, and connectivity	Reports to Executive Director, Dir. of Special Ed., Dir. of Instruction

All faculty and administrators will be required to be appropriately certified and have current background checks and criminal history clearances on file with the Human Resources department.

Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents

The organizing group has set up a corporation, Indiana Agriculture Education, Inc., and has created Articles of Incorporation, By-Laws, and has submitted an application with the IRS to become a 501(c)3 corporation (See Attachment for the application and copy of check).

Organization Charts

See Attachment 13 of Indiana Agriculture & Technology School Organization Chart.

Governing Board

The Governance Board shall be comprised of individuals with the desire and expertise to direct the school. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Board Members will be measured to carry out its legal responsibilities. The following positions will constitute the officers of the Board's configuration: President, Vice- President, Treasurer, and Secretary.

Full Disclosure of Board Members

Full disclosure will be made of the identity of all relatives employed by the school who are related to the Charter School, president, President of the Governing Board, Governing Board Member, Administrator, Assistant Administrator, or any other person employed or engaged by the school, or any organization engaged by the school.

Economic Interest Statement

Board candidates are required to file a written statement of their economic interests prior to becoming a member of the Indiana Agriculture & Technology School School Board.

Board Training and Compliance:

All Governance Board members will comply with the fingerprinting policy and board training statutes adopted by the Indiana Department of Education.

Officers of the Governing Board:

President and Vice-President of the Board

The President shall establish the agenda for all meetings of the Governing Board in consultation with the Board and, as appropriate in the discretion of the President, other members of the Governing Board. The President shall preside over all meetings of the Governing Board and shall have such other powers as the Governing Board shall determine. In the absence of the President at any meeting of the Board, the Vice-President shall exercise the rights and perform the functions of the President.

Vice President

In the absence of the President, or in the event of his/her inability or refusal to act, the Vice President shall perform the duties of the Chair and when so acting shall have all the powers of and subject to all restrictions upon the Chair. Any action taken by the Vice President in the performance of the duties of the President shall be conclusive evidence of the absence or inability to act by the President at the time such action was taken. The Vice President shall perform such other duties as, from time to time, may be assigned to him/her by the President or by the Governing Board.

Treasurer

The Treasurer shall be the chief financial officer of the School and, subject to the direction and control of the Governing Board, shall have general charge of the financial affairs of the School; shall keep, or see that, full and accurate books of account and shall maintain custody of all funds, securities, and legal documents of the School. The Treasurer shall prepare or have prepared, and present, or have presentation, at each meeting of the Governing Board a report on the financial condition and affairs of the School. The Treasurer shall prepare or oversee all filings required by any School District, State of Indiana, the Internal Revenue Service and any other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board.

Secretary

The Secretary shall record and maintain records of all proceedings of the Board in a book or series of books kept for that purpose and shall give such notices of meetings of Board as are required by the Charter, these bylaws, or by state law. No later than seven days before any meeting of the Governing Board, the Secretary shall distribute to each member, copies of any minutes from prior meetings that have not been approved by the Governing Board. The Secretary shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board. In the absence of the Secretary from any meeting of Board, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary.

Other Officers

Other officers shall have such duties and powers as may be designated from time to time by the Governance Board.

The policies and procedures used by the Governing Board will be promulgated in its contract with the authorizer, its bylaws, applicable administrative, faculty and student handbooks, and manual. The Board will continually assess the school, the Educational Program's successes, and areas in need of improvement. The Board will be directly involved in analyzing alternatives and additions to the program by analyzing student and School performance data. By incorporating such scrutiny, the Board will ensure that the School will continue to consistently and effectively serve our student population.

All Governing Board meetings shall be noticed and advertised and open to the public. All meetings shall be in keeping with applicable state law, including compliance with the Open-Door Law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held primarily at the office located at (**Address to be added at later date**). It is likely that in the initial stages of the school launch and development, the Board may choose to meet more frequently. However, the Board believes that meetings will be most productive as student achievement data becomes available and where sufficient time has been given to the management company to deliver and report goals, objectives and results. Board meetings will be attended by: the

school's administration, school personnel, any other relevant service providers, and such meetings will be open to parents and the general public.

General Duties by Statute and Contract:

Board Members must perform all duties:

- In good faith
- In a manner, he/she believes is in the best interest of the School
- With the same care that an ordinary prudent person in a like position would use under similar circumstances
- Duty of Care
- Duty of Loyalty
- Duty of Confidentiality
- Duty of Obedience to the Purpose of the School
- Direct the operations of the school and provide executive oversight to ensure the achievement of its mission and its purpose

Contract with authorizer to:

- Execute contract to begin school
- Evaluate whether to continue school operations throughout contract period
- Decide whether to apply for contract renewal with the authorizer
- Contract with Contractors and Vendors as needs are determined
- Ensure that school facilities will meet all health and safety standards
- Maintain insurance coverage per contract terms
- Ensure all employees and contractors pass criminal background checks and fingerprinting
- Hire certified and licensed instructors and professionals subject to management agreement
- Ensure the school is non-sectarian
- Conduct meetings in accordance with Indiana's Open-Door Law
- Provide access to public records
- Report child abuse or neglect
- Conduct statewide tests of student achievement
- Ensure School follows state and district policies for student suspension, expulsion and removal
- Maintain confidentiality of student records
- Ensure the Management Company complies with rules for employers regarding
- Non-discrimination in wage rates
- Worker's Compensation
- Unemployment Compensation
- Participate in State information management system
- Adopt and maintain comprehensive school safety plan
- Disclose and address all potential conflicts of interest on the part of members of the Governing Board

Specific Duties by Statute and Contract

Board Members must:

- Develop and Implement a Financial Plan including budget forecast for each year of contract
- Provide for the development of financial policies, procedures, and internal controls, and consider and approve such policies, procedures, and controls
- Comply with rules provided by the State Auditor, maintain auditable financial records
- Provide scheduled financial reports to the Indiana Department of Education
- Develop and implement a Governance and Administrative Plan that lists policies and procedures for the management and administration of School

Develop and implement an Educational Plan that will:

- Provide students with a quality education and one year's worth of learning for one year's worth of instruction
- Provide students with the necessary requirements to complete the plan of study including high school completion, career planning, post-secondary enrollment
- Implement an Accountability Plan that list policies, procedures, and measurements to assess student achievement of academic goals, performance standards including
- Completing all state required annual reports for parents of enrolled students on progress in meeting academic goals.

The Governance Board may, in a meeting noticed and held consistent with applicable law, authorize representatives and agents of Indiana Agriculture & Technology School to exercise such powers and duties consistent with applicable law.

Roles and Responsibilities

The Governance Board is accountable for the academic, financial, and operational performance of the school. The Governance Board will govern all operations of the school, delegating day-to-day management to the administrative staff and establishing the reporting relationship between the Governance Board and administrative staff. The Governance Board will approve budgets, set policy, establish procedures, have the authority to select the Executive Director(s), and to terminate his or her employment, and ensure that the financial and administrative management of the school meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

Further, the Governance Board will ensure that: the school's performance and accountability measures, standards and goals are met or exceeded; ongoing assessments and evaluations are accomplished; financial reports are prepared and presented on a timely basis and controls are in place in accordance with all Indiana public school accounting policies and procedures, state requirements are met; the school is operated in compliance with this charter application, the

charter contract with the authorizer, and all applicable laws; and that annual progress and accountability reports are made to the IDOE and other entities in the format and time required by law.

Board Creation/Transition

The members will convene an organizational meeting to organize themselves to become an appropriate Governing Board. The transition to a Governing Board will be supported by the orientation and training provided to Governing Board members. By resolution, the Members will select and approve of Officers and Members including its President to manage the affairs of the school.

Procedures

The Board may solicit the community for local board members via past and ongoing personal relationships and accomplishments, recommendations of experts, and completion of an informational profile or survey portraying their qualities and vision as a policy-making body for an educational institution. The Board will expect to add board members on an ongoing basis. All Governance Board members will participate in all state required training for Governance Board members.

The Governance Board shall be comprised of individuals with the desire and expertise to direct the school. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Board Members will be measured to carry out its legal responsibilities. The following positions will constitute the officers of the Board's configuration: President, Vice- President, Treasurer, and Secretary.

All Governing Board meetings shall be noticed and advertised and open to the public. All meetings shall be in keeping with applicable state law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held at the office located at **(Address will be entered at later date)**. It is likely that in the initial stages of the school launch and development, the Board may choose to meet more frequently. However, the Board believes that meetings will be most productive as student achievement data becomes available and where sufficient time has been given to the management company to deliver and report goals, objectives and results.

Ethics and Conflicts of Interest

The school's governing board is guided by a set of by-laws that defines how the board will operate, including conflicts of interest. In addition to the by-laws, ethics and conflicts of interest are specifically addressed during the Board's training and orientation. Consistent with Indiana law, each Governing Board member will sign a Conflict of Interest Policy. See Attachment 15, Board of Directors Code of Ethics.

Board Expansion, Development, and Succession

Policies for terms of service and other matters will be developed by the Board in compliance with the By-Laws, state law, and the school's mission and vision.

Governing Board Removal Procedures and Term Limits: Removal Procedures

All policies may be found in the provisions stated in the By-laws.

Advisory Bodies

The Governance Board in conjunction with the school's administration will form a School Advisory Board comprised of interested citizens, community leaders, parents, and educators who are willing to serve on this committee. The purpose of this committee is to provide input and advice to the Governance Board and school administration. The structure of this committee is not yet determined.

Grievance Process

The Executive Director(s) will be an experienced school leader with knowledge of Indiana School Law, and he/she will have an inherent business acumen and appropriate client relationship skills. All administrators, faculty, and staff will receive training in conflict resolution that will include appropriate procedures for dealing with conflicts with parents, students, and fellow employees. If after giving the parent an opportunity to communicate their concern to the Student Learning Advocate, and/or the Director of Special Education, and the Executive Director(s) is unable to resolve the parent's problem within his/her authority and the boundaries of Indiana School Law, then the parent may request an appearance before the school Governance Board. The Governance Board will be unlikely to overrule a decision of the Administrator unless the Administrator has acted outside of his/her authority or has breached applicable school law. If this is the case, then the Board may seek appropriate legal counsel to resolve the issue.

School Management Contracts

Not Applicable. We are not using any outside contracts.

Staffing

Staff Structure

For a complete staffing chart for Indiana Agriculture & Technology School see Attachment 16 – Staffing Chart. The staff from Indiana Agriculture & Technology School represent the

leading experts in online education and virtual school development and management. These individuals have a proven track record of success, and they can ensure the success of the school.

The team from Indiana Agriculture & Technology School will work on a nearly full-time basis to perform all necessary tasks and duties that will lead to the school's opening and ongoing management, including but not limited to the following: admissions, marketing, GENIUS, EDGENUITY, universal screening, RtI and student achievement programs, professional development for all Board members, school administration, faculty and staff, financial management, human resources, technology support, purchasing, and ongoing supervision and support of and for all aspects of the school.

Staffing Plans, Hiring, Management, and Evaluation

Indiana Agriculture & Technology School will conduct searches for qualified personnel via ads in IDOE website, professional journals, and other local media outlets. Indiana Agriculture & Technology School will ensure that all hiring meets or exceeds requirements as set forth in IC § 20-24-6-5. 100% of Student Learning Advocates employed by Indiana Agriculture & Technology School are certified in the state in which they are teaching and are Highly Qualified Student Learning Advocates. Indiana Agriculture & Technology School requires all employees to undergo FBI and BCI clearances, as well as any other clearances required by the State of Indiana. Procedures for hiring and dismissing school personnel are detailed in the Employee Manual. Most employees are at-will employees, although some may have contracts. All employees of the school will be provided with health insurance, retirement benefits, and other benefits as required by IC 20-24-3-5(b)(3)(S).

The Executive Director(s) of Indiana Agriculture & Technology School are essential to the success of the school and consist of a Chief Academic Officer and a Chief Operations Officer. As leaders, the Executive Directors are accountable for the continuous growth of students and increased performances as measured over time by school and state, as well as determined standards and indicators.

Indiana Agriculture & Technology School will utilize the RISE evaluation process which is constructed to look at all elements that are reflected within the school's model to accurately determine the effectiveness of the Executive Team. Elements in the assessment model may include:

- Determination of clear standards for the Executive Team's performance;
- Identification of specific, measurable goals;
- Agreement on measures/data to assess them;
- Provisions for Executive Teams' development level and experience;
- Regular meetings to track and encourage progress;
- Training, support, and authority provided for the Executive Team;
- Executive Team members self-evaluation and personal growth planning; and
- Use of assessment data to plan next steps in growth and development of the Executive Team

Prior to the opening of the school, the Board of Directors and administration for Indiana Agriculture & Technology School will work in developing evaluation rubrics for all administration, faculty, and staff. These will include both self-evaluation and formal evaluation conducted by that person's supervisor.

Professional Development

Indiana Agriculture & Technology School will provide all its administrators, Student Learning Advocates, and staff with intensive professional development programs. Indiana Agriculture & Technology School will implement ongoing, intensive professional development for its Student Learning Advocates, administrators and staff.

Specific topics to be covered during professional development may include, but are not limited to:

- The complete guide to EDGENUITY courses
- Best practices in e-pedagogy
- Online mentoring and monitoring
- Effective strategies for promoting student achievement in an online environment
- Training in the use of the GENIUS
- Best practices in special education academic course development
- The online RtI process and programs
- Student achievement and universal screening
- Training in Agriculture Education

Prior to the start of the second year when students will be enrolled in the school, all administration, faculty and staff will participate in 5 days of intensive training in:

- EDGENUITY design, development, content
- The use of the GENIUS
- Student achievement and universal screening
- The online RtI process and programs
- Online mentoring and monitoring

Participants will be provided with print materials and handbooks for each topic.

Indiana Agriculture & Technology School aims to become an example of very high-quality online education, and it will seek to hire and train its employees to serve students in this environment. The strong commitment to professional development and Student Learning Advocate training will mean that the students will be supported by highly trained, caring educational professionals. All administration, faculty, and staff will participate in a minimum of 20 days of professional development that will focus on ongoing training in the topics described above. Attendance will be mandatory, and all sessions will be recorded and archived so that if an employee must be absent, he or she can view the entire session at a later date. The goal is to

maintain a vibrant academic environment that is constantly being updated with the latest developments in online pedagogy, EDGENUITY, education, and other topics.

Indiana Agriculture & Technology School will support all administrators, faculty, and staff on an on-going basis. In addition to the frequent professional development sessions, Indiana Agriculture & Technology School will routinely provide ongoing mentoring and guidance.

All personnel, administration, members of the Governance Board, and any other stakeholders will participate in an extensive orientation program on the organization and design of a successful virtual charter school, using experts from other online virtual academies, EDGENUITY specialists, and technology field. Additional one-day sessions will be conducted via video conference in best practices and new developments in online education for all school employees, including administrations, faculty, and staff. The Governance Board and other stakeholders will be invited to attend.

After each professional development session, participants' will be asked to complete a questionnaire designed to evaluate the content, delivery, relevance, and overall quality of the session. Results are carefully screened, and adjustments are made based on this input. Results from different schools are compared to glean additional information.

Performance Management

Nineveh-Hensley-Jackson United School Corporation, our sponsor, will evaluate the performance of the charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Facilities

We will not have a brick and mortar building at the start of the school. Indiana Agriculture & Technology School plans to open Student Support Centers across the state using existing facilities. This will be determined once the school is approved. Locations of the Student Support Centers will be determined by geographic concentrations of enrolled students. At our opening, we will use a dedicated campus located in Morgantown, Indiana consisting of a 607-acre complex of 200 acres of classified forest, 200 acres of row crop tillage, and 200 acres of pasture. The campus contains 10 lakes and ponds, a significant wetlands laboratory and various agriculture focused facilities.

Start-Up & Ongoing Operations

Start-up Plan

Attachment 19 contains a detailed start-up plan with timelines.

Transportation

Because Indiana Agriculture & Technology School is a state-wide virtual charter school, the school will not provide transportation. Students attending Indiana Agriculture & Technology School will not be required to attend any functions at the school's offices other than certain required testing, IEP meetings, certifications courses, or other such state and/or federally mandated occasions. Thus, Indiana Agriculture & Technology School will not provide transportation for students, although the Student Learning Advocates and other school personnel will work closely with families who need assistance in traveling to the school's offices or to scheduled school events held at other locations, such as field trips. Transportation service will be provided by the school to a student whose Individual Education Plan (IEP) stipulates so; in which case, all necessary arrangements will be made to ensure that transportation is not a barrier to equal access. Because of the nature of this school, appointments and testing can be scheduled with some degree of flexibility, thus public transportation options are available to our students who want or need them. Indiana Agriculture & Technology School will comply with all requirements of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 for homeless students, including the stipulation that these students shall have transportation to school.

Safety and Security

Indiana Agriculture & Technology School is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, the school expects students, administration, faculty, and staff to support the vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

Internet Content Filtering

Every school-issued computer is preinstalled with a CIPA-compliant internet content filter. CIPA refers to The Children's Internet Protection Act, which is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers. This filter benefits our families in several ways including:

- Helps prevent children from deliberately or inadvertently accessing inappropriate sites
- Helps prevent predators from talking to children online
- Allows students to research within a safe learning environment. If a student tries to access a site that is blocked, the student will see this:

ACCESS DENIED!	
<p align="center">Internet access to the requested Web site has been denied based on Indiana Agriculture & Technology School Use Policy.</p>	
User/Machine:	Your Name
IP:	111.111.111.111
Category:	Block Category
Blocked URL:	http://www.test.com/
<p align="center">For further options, click here.</p>	
<p align="center">8e6 R3000 Enterprise Filter provided by 8e6 Technologies. Copyright 2008. All rights reserved.</p>	

Data Security

To maintain the strictest standards of confidentiality for student data, The Indiana Agriculture & Technology School utilizes the best industry standard protocols to secure confidential information. While its existing student information systems are Web-based, the organization employs standard technologies such as Secure Sockets Layer (SSL) encryption, which is a secure encryption protocol for transmitting data over the Internet. Access to such applications is available only via Virtual Private Network (VPN) access if the employee is outside of the local area network. A Virtual Private Network uses the Internet to create a secure channel between a local computer and a remote computer.

Additionally, Indiana Agriculture & Technology School employs a multiple firewall methodology to assure that access to specific resources is controlled. All student data will be accessed only by those personnel that require information as part of their job description, and employee credentials are required to gain access. All student-centric systems such as, but not limited to learning management system(s), portals, assessment applications, synchronous instruction, and third-party resources are restricted by school-issued student user ID's and passwords. All student data is held locally, and is controlled by Indiana Agriculture & Technology School. While the school does employ resources from third parties, all access to products is controlled locally.

Further, the faculty, staff, and administration have had to consider additional mechanisms to communicate between students/parents and staff. In addition to email communications restrictions, much thought and planning has been done to secure additional functionality such as discussion boards, chat, and blogging.

During the admissions process, it is not uncommon for the school's admissions team to gather student information in remote locations. During this time, an off-line admissions application is utilized so that no information is transmitted via the Internet or local network to avoid accidental or intentional interception. This information is then updated once the admissions team has returned to the secure local area network. Issues relating to lost or stolen equipment have also been considered, and advances have been made to secure and encrypt student data held on individual laptops.

As a complete online school, The Indiana Agriculture & Technology School has additional integrated systems that allow staff to perform a host of functions not usually required in traditional schools. This would include, but is not limited to, systems necessary for the distribution and reclamations of equipment and materials, and the help-desk. These systems are subject to the same precautionary and standard security practices as Student Information Systems.

Student Acceptable Use of Technology Policy

All students and parents will be required to sign the Acceptable Use of Technology Policy as a part of the enrollment process. As students and their families choose to use their own computers, they must still sign and abide by this policy.

Technology Specifications and Requirements

All students will be expected to start school with an acceptable laptop, smart device or tablet capable of accessing and utilizing the curriculum. The following minimal requirements are required.

- a. High speed Internet connection bandwidth usable by each student should be at least 500KB/sec to properly view streaming video and interactive content.
- b. Minimum system requirements: Memory 256 Mb. Hard Drive 40 GB, Processor P4-2.4
i. GHz, operating system Windows 2000.
- c. Indiana Agriculture & Technology School recommends high-speed connectivity because of the media-rich content of all EDGENUITY courses.

Productivity Microsoft Office products are used in our courses, but for the most part, students should have access to Microsoft Word to view documents. Alternatively, students can use some of the "viewer" products. If a word processing suite is not available, an open source software solution can be used such as Open Office.

Students will have access to technical support from 8-8, M-F. Support staff may be located at one of the Student Support Centers or at the technology department at Indiana Agriculture & Technology School. Students may contact the tech support help desk via email or by phone. A chat feature will be provided. All calls will be returned in 24hrs. See item 3 "Data Security" above.

Students have access to the course guide located in each course's home page. This guide contains, among other items, a complete list of all instruction and assignments. These guides can be printed and used when the student does not have access to his or her computer or the Internet. High speed Internet connection bandwidth usable by each student should be at least 500KB/sec to properly view streaming video and interactive content.

The Indiana Agriculture & Technology School DRP (Disaster Recovery Plan) indicates that the critical systems leveraged for the e-learning practice within the Network Operations Center (NOC) are to be backed up offsite via server snapshot hourly, and stored at our partner site, which is to be determined once the school is approved. The NOC will be designed to survive catastrophic failure, and includes local data backups, as well as redundant systems, battery backups, and backup generator capable of energizing the NOC and enabling normal usage.

Should a catastrophic event occur, the DRP contains contingencies to restart off-site services within hours of the event, and protects data for infinite periods of time.

Acceptable Use of Technology Policy

Students are responsible for appropriate behavior on the school's computer, just as they would be in a brick and mortar classroom or at a school event. Communications on the Internet are often public in nature.

Students are personally responsible for their actions in accessing and utilizing the school's computer resources.

Students are advised never to access, keep, or send anything they would not want their parents or Student Learning Advocates to see. Regarding privacy, computer storage areas may be treated like "traditional" school lockers. The school will supply each student with an e-mail account that will be stored and maintained on the school e-mail server.

School administrators reserve the right to monitor any student e-mail communication that passes through school e-mail servers. Administrators may review communications files to maintain system integrity. This will insure that students are using the computer system responsibly.

Students should not use profane, abusive, or impolite language when communicating online. Students should not access any materials that are in violation of school rules and policies. If students encounter such material by accident, they should report it to their parents/guardians immediately who should then contact the school with this information.

The school expects students to observe the following rules of online behavior:

- Students will only access the Internet for educational purposes
- Students will restrict their access to material deemed appropriate by staff and parents

- Students will use appropriate conduct toward others
- Students will observe and respect license and copyright agreements
- Students will keep passwords and personal information confidential. (Student names, telephone numbers, and addresses should not be revealed over the Internet)

The following types of access are inappropriate uses:

- Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination
- Using the access for illegal acts
- Attempts to access any resources that are restricted, confidential or privileged
- Posting chain letters
- Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment
- Granting Internet or network access to unauthorized persons intentionally or unintentionally, or failing to notify a Student Learning Advocate or administrator if you suspect someone of using your password
- Posting personal contact information
- Agreeing to meet someone met online without parental approval and under the supervision of a Student Learning Advocate or authorized adult
- Attempts to disrupt access
- Causing damage to, or changing function, operation or design of, the technology
- Using obscene, profane, lewd, vulgar, rude, inflammatory or threatening language
- Harassing another person
- Posting false or defamatory information

- Plagiarizing information found on the Internet
- Disregarding the rights of copyright owners on the Internet
- Posting web pages without the consent of a Student Learning Advocate or authorized adult
- Buying or selling any products or services

In the instance where a loaner or other computer is provided by the school:

Every school-issued computer is pre-installed with an Internet content filter pursuant to federal regulations. The filter is not to be removed because it blocks access to sites deemed inappropriate, as well as sites that have no educational value. Social networking sites, pornography, gambling, and proxy sites are blocked through the filter. Use of instant messenger applications is not permitted on school issued computers and is also blocked.

Most web-based e-mail sites are blocked, as these sites have instant messenger functions built into them. These sites include Yahoo Mail, Gmail, Hotmail, and AOL Mail. The school provides student e-mail accounts. These accounts are the only e-mail accounts needed to communicate with Student Learning Advocates, Instructional Supervisors and any other staff.

Parents must monitor their children's compliance with these standards. Students who violate these standards may face a loss the loss of school-owned computer equipment, other disciplinary measures and/or legal action.

Section 3. Budget and Financial Plans

Financial Plan

The Board of Directors of Indiana Agriculture & Technology School is primarily responsible for the fiscal management and fiduciary oversight of the school. The Executive Director(s) will outsource a highly qualified full-service accounting firm who provides various accounting and fiscal management services. They will be experienced working with schools, with a focus on charter schools. Indiana Agriculture & Technology School will hire a full-time Business Manager to work with the outside firm and would be responsible for everyday operations on the business side of the school.

See Attachment 21 which shows the schools budget projected over a five-year period.

***In developing the budget, figures were based on figures from 2018 to determine our per pupil funding estimates and was used for planning purposes only. (HB 1001 Conference Committee Report with Senate & House Budgets)**

Financial Management Capacity

The Board of Directors will evaluate implementation of Policies and Procedures for the Office of Institutional Advancement. This is to help offset costs that will be incurred by the school and is unique in how charter schools operate financially. See document with Attachment 21 – Budget Worksheet.



INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 02 2017**

INDIANA AGRICULTURE EDUCATION INC
650 E CARMEL DR STE 330
CARMEL, IN 46032

Employer Identification Number:
81-5307679
DLN:
17053095337047
Contact Person:
ROGER W VANCE ID# 31173
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
February 6, 2017
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

The Indiana Agriculture & Technology School is a public charter school and is required by law to be open to any student wanting to attend. The school will have an open admissions procedure conducted in the following manner:

2018 – 2019 School Year (Year 1)

- Open enrollment period will be publicly advertised throughout the State of Indiana. Open enrollment will begin January 1, 2018 and will end June 15, 2018.
- At the end of the open enrollment, if there are newer enrolled students than available spots, then a transparent and open lottery process will be conducted. An individualized open lottery will be held separately for each grade level. This lottery will be conducted by an independent 3rd party and proper 10-day notice will be given to the Nineveh-Hensley-Jackson United School Corporation.
- The lottery process will follow this procedure:
 - Even though we are a virtual school, each grade level will have a maximum enrollment number.
(See Grade Range of Pupils to Be Enrolled)
 - Siblings of current students wishing to attend are afforded priority dependent upon availability in the grade level. (Siblings are defined as connected by legal guardianship and living at the same address.) A separate lottery will be held for siblings of re-enrolled students. Students will be randomly selected and placed on a waiting list in the order drawn. Vacancies will be filled based upon the order of the waiting list.
 - An open enrollment lottery will be conducted of all students registered by the end of the open enrollment period by grade. Students will be randomly selected and placed on a waiting list following the sibling lottery list. If the student is chosen and has a twin in that same grade, he or she will be excluded from the lottery and afforded an automatic spot in the school.
 - Students selected to fill vacancies have 30 days to accept and confirm their admission. Offers of admissions not accepted will be offered to the next student on the waiting list.
 - Applications accepted after the lottery process will be placed on the waiting list in order received. Application will be time and date stamped upon completion.
 - A parent can remove his/her child from the waiting list at any time.

2019 – 2020 School Year (Year 2)

- Once the lottery is conducted, any new students seeking enrollment for the current school year are subject to approval based upon current enrollment and next year's enrollment for availability.
- For the 2019-2020 school year, open enrollment period will be publicly advertised and last 4 weeks.

- For the 2019-2020 school year, prior to the open enrollment period, all students currently enrolled will be given the opportunity to re-enroll for the next school year. Following the close of re-enrollment, re-enrolled students will be tabulated by grade level to determine availability of open spots.
- At the end of the open enrollment, if there are newer enrolled students than available spots, then a transparent and open lottery process will be conducted. An individualized open lottery will be held separately for each grade level. This lottery will be conducted by an independent 3rd party and proper 10-day notice will be given to the Nineveh-Hensley-Jackson United School Corporation.
- The lottery process will follow this procedure:
 - Even though we are a virtual school, each grade level will have a maximum enrollment number.
(See Grade Range of Pupils to Be Enrolled)
 - Siblings of current students wishing to attend are afforded priority dependent upon availability in the grade level. (Siblings are defined as connected by legal guardianship and living at the same address.) A separate lottery will be held for siblings of re-enrolled students. Students will be randomly selected and placed on a waiting list in the order drawn. Vacancies will be filled based upon the order of the waiting list.
 - An open enrollment lottery will be conducted of all students registered by the end of the open enrollment period by grade. Students will be randomly selected and placed on a waiting list following the sibling lottery list. If the student is chosen and has a twin in that same grade, he or she will be excluded from the lottery and afforded an automatic spot in the school.
 - Students selected to fill vacancies have 30 days to accept and confirm their admission. Offers of admissions not accepted will be offered to the next student on the waiting list.
 - Applications accepted after the lottery process will be placed on the waiting list in order received. Application will be time and date stamped upon completion.
 - A parent can remove his/her child from the waiting list at any time.

School Calendar and Schedule

Indiana Agriculture & Technology School will operate a balanced calendar with 188 official school days, with its offices open Monday through Friday, 8am to 4pm, except on national holidays or in the event of a weather catastrophe or other natural disaster, or as indicated on the school calendar posted on the school's website. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed. Every student will be provided with contact information for his or her Student Learning Advocates and the school's administrative personnel. This information will include phone numbers as well as email addresses. All personnel are required to return phone calls and emails in 24 hours or less, Monday through Friday. Students may access their courses at any time, 24 hours/day, 7 days/week, 365 days/year. All semester courses are designed to be completed within the academic calendar, with the student spending approximately 1 hour per subject per day. Students will be expected to be enrolled in a minimum of 5 courses per semester, which will total more than 940 hours of instructional time per 188 days.

Each day that a student is in attendance, the student will log into GENIUS to access his or her courses. The students are assigned login passwords and usernames by the Technology Director when the course selection is complete. Students are provided with extensive orientation by the school about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue. The school recommends that a student spend an hour per day per subject, but the school day can be broken up to accommodate a student's needs. Logging into GENIUS automatically records attendance, time spent in the courses, grades, and any additional information needed by the school.

This data is housed in GENIUS, the Student Information System. According to data collected on current online schools throughout the country, middle school students typically spend 5.5-6.0 hours per day doing course work, again dividing their instructional day into 2 sessions. Historically, high school students have spent 6+ hours per day doing course work, and they tend to divide this into 1 short and 1 long session. Some high school students, with the assistance of their Student Learning Advocate, devise a block schedule for themselves, thus progressing through their course work at a different pace. Accurately documenting attendance is critically important for every school, but especially for virtual schools. Accurate and timely data is essential to the effective management of the school and for the state's required reports, as well as the documentation of a student's progress. Indiana Agriculture & Technology School will utilize the attendance policies developed by the school. Because of the diverse student population who may enroll in this school, the following exceptions to normal, regular attendance may be necessary:

4. ***Students who are ill:*** Students with chronic or acute illnesses (long-term), should notify their Student Learning Advocates of any special needs they have with regard to completing course work. The Student Learning Advocates may request that the attending physician write or email the school explaining the student's needs. The Student Learning Advocates will document those needs, and ensure that the student's record reflects this.
5. ***Students who are elite athletes:*** Students who compete in a sport that requires travel should notify their Student Learning Advocates of the schedule and provide them with documentation of the days when they will be traveling and/or competing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.
6. ***Students who are performers:*** Students who are performers or musicians and need to travel or designate certain days when they cannot be in attendance should notify their Student Learning Advocates and provide them with documentation of the days when they will be traveling and/or performing. These students will be expected to remain on pace by completing course work on alternate days or before and after events.

School Culture

The success of the educational model will ensure that this school's students will have access to the highest quality online curriculum, EDGENUITY, and the internationally acclaimed instructional practices that focus on the individualized learning needs of all students. Continuous communication between the school's faculty, administration, parents, and students will create an environment where all students have the support needed to achieve academic success.

Indiana Agriculture & Technology School will create, as the most important aspect of its mission and vision, a student-centered learning environment that places the student and his or her success and well-being at the center of all activities and efforts. Every student will be assigned to a Student Learning Advocate who will fill the roles of mentor, learning coach, and guidance counselor. The Student Learning Advocate will maintain a minimum of weekly contact with the student and his or her family, assist the student in choosing appropriate courses, monitor attendance and academic progress, and be available to meet with the student and family at their home or at one of the school's Student Support Centers within their area. This multi-layered approach to student support has documented results in increasing student achievement.

Student Learning Advocates, who are Indiana licensed teachers, spend their days reviewing attendance and grades for every student to whom they have been assigned and contacting the students and their families. Student Learning Advocates create a schedule for contact so that the parent and student are available for this weekly contact. During the call, the Student Learning Advocate will review the student's attendance

and grades in each course, remind the student of upcoming state or school mandated tests, offer any assistance, remind families of field trips and other school activities, order new courses when needed, and provide supplemental programs when needed. If the student is participating in any supplemental programs, time will be spent reviewing exactly how the student is progressing and detailing specific goals and objectives. Student Learning Advocate must return all phone calls and emails in 24 hours or less. Student Learning Advocates may also meet with the student and his or her parents at their homes or one of the Student Support Centers to provide additional assistance to the student.

Student Attendance

Classroom management and student discipline are unique in a virtual school. Key to the issue of classroom management is the documentation of attendance and course work. Students will

need to become acclimated to the virtual school environment, and the role of the Student Learning Advocate is an important part of this, since the Student Learning Advocate is the student's first point of contact with the school and his or her resource for all academic issues. A process will be in place to deal with students who are not fulfilling their responsibility academically while a student at Indiana Agriculture & Technology School. This process is called Academic Review Status Policy which has a three-step process.

Student Engagement Policy

Per IC 20-24-7-13, a student who fails to participate in courses may be withdrawn from enrollment with the school provided that the following has been followed:

3. Adequate notice of the withdrawal is provided to the parent and the student; and
4. An opportunity is provided, before the withdrawal of the student by the school, for the student or the parent to demonstrate that failure to participate in the course is due to an event that would be considered and excused absence under IC 20-33-2.

Our Academic Review Status policy provides the adequate process required for the Student Engagement Policy. See Academic Review Status Policy.

Documentation of Attendance

Indiana Agriculture & Technology School will operate on a balance calendar (188 Instructional Days) with its offices open Monday through Friday, 8am to 4pm,

except on national holidays or in the event of a weather catastrophe or other natural disaster. The administrator, faculty, and staff may schedule appointments to work with or assist students before or after the regular hours, or on Saturdays, as needed.

Each day that a student is in attendance, the student will log in to GENIUS to access his or her courses. The students are assigned login passwords and usernames by the Student Learning Advocate when the course selection is complete. Students are provided with extensive orientation by the Student Learning Advocate about accessing their courses, how to navigate the courses, submit assignments and assessments, and who and how to contact if they have a technical issue. Logging into GENIUS automatically records attendance, time spent in the courses, grades, and any additional information needed by the school. This data is housed in GENIUS, the Student Information System. Student Learning Advocates will take attendance daily for the prior day and will contact the family if the student is not shown as logged in. Students are required to be online for a **minimum of four (4) hours** to be counted as attended for that day.

Progress in Course Work

Students' progress will be carefully monitored by the Student Learning Advocate assigned to that student, and this will be done daily. Each week the Student Learning Advocate will contact the student and parent/guardian to discuss the student's attendance and progress in all courses. Adjustments and suggestions for improvement will be discussed at this time. Students who are struggling academically or who have other problems may be contacted more frequently to best meet their needs.

Student Discipline

Indiana Agriculture & Technology School is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, we expect our students, administration, faculty, and staff to support our vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

Indiana Agriculture & Technology School will create a positive discipline plan and learning environment to encourage appropriate student behavior. An added component to dealing with these students will be interventions such as guidance counseling sessions, Student Learning Advocate-parent-student meetings, both online and in person, and other interventions designed to identify the root problems and teach appropriate behaviors.

Although this school is a virtual school, because of the availability and frequency of interactions between students, their families, and school personnel, all students will be expected to conduct themselves appropriately while on school property, attending a school function or interacting with school personnel. Appropriate behavior includes, but

is not limited to, language use, dress, and non-verbal communication, in compliance with all school policies. Indiana Agriculture & Technology School is dedicated to providing student centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Thus, one of the most important under-girding principles is the creation of a learning environment based on respect for all. The following codes of conduct serve to promote and enforce this environment. The school will have a strict discipline policy for students who engage in fighting or other aggressive behavior as defined by the Indiana Department of Education. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately through suspension or dismissal. Administrators, faculty, and staff will receive training designed to prevent and minimize disruptive and aggressive student behavior. Students who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan prescribed in their Individual Education Plans. Students and parents are asked to sign the following agreements: Student Parent Contract, Acceptable Use of Technology Contract, and the Academic Honesty Policy Contract.

Anti-Harassment / Cyber-Bullying Policy

Harassment, intimidation or bullying and acts of cyber-bullying for any reason, including but not limited to race, color, ancestry, religion, national origin, age, sex, sexual orientation, or disability in any form is strictly prohibited. Anyone whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. Violators may also be referred to law enforcement officials.

The definition of “Cyber-bullying” is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals;
or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual’s property; or
3. Has the effect of substantially disrupting the orderly operation of the course.

Academic Review Status Process

FIRST ARS LETTER

1. Student Learning Advocate notifies through the attendance list from Genesis that the first ARS letter is to be sent to the student and their parents. This letter is generated and mailed by the registrar from Indiana Agriculture & Technology School.
2. Indiana Agriculture & Technology School will indicate on the attendance list when the ARS letter has been mailed to the student.

3. Parent is to notify their Student Learning Advocate by a certain date that is written in the ARS letter that they have received the letter and have acknowledge that this is their first warning. Student Learning Advocate and student will work together to ensure that the student is following through and is accountable for their academic work.
4. If the student and parents do not contact their Student Learning Advocate by the posted date, a certified letter will be mailed from Indiana Agriculture & Technology School to let the student know that they have been officially withdrawn from Indiana Agriculture & Technology School for lack of academic performance.

SECOND ARS LETTER

1. Student Learning Advocate notifies through the attendance list from Genesis that the second ARS letter is to be sent to the student and their parents due to the student recurring lack of academic work. This letter is generated and mailed by the registrar from Indiana Agriculture & Technology School. This letter indicates that the student and parents must have a conference call to put together an academic plan for the student.
2. Indiana Agriculture & Technology School will indicate on the attendance list when the ARS letter has been mailed to the student.
3. Parent is to notify their Student Learning Advocate by a certain date that is written in the ARS letter that they have received the letter and have acknowledge that this is their second warning. Student Learning Advocate and student will work together to ensure that the student is following through and is accountable for their academic work.
4. If the student and parents do not contact their Student Learning Advocate by the posted date, a certified letter will be mailed from Indiana Agriculture & Technology School to let the student know that they have been officially withdrawn from Indiana Agriculture & Technology School for lack of academic performance.

THIRD ARS LETTER

1. Student Learning Advocate notifies through the attendance list from Genesis that the third ARS letter is to be sent to the student and their parents due to a continual lack of academic work by the student. This letter notifies that the student has continued not to do their academic work and are behind academically. This is the

third and final step of the process for the student and is officially withdrawing them from Indiana Agriculture & Technology School. The letter is generated from the registrar of Indiana Agriculture & Technology School.

2. Indiana Agriculture & Technology School will indicate on the attendance list when the student has been officially withdrawn from Indiana Agriculture & Technology School.

Parent Involvement

The Governance for Indiana Agriculture & Technology School has been structured to optimize open and direct communication between the Board and parents. Board Meetings will be open to the public and held to afford participation by as wide a spectrum of parents as possible. A School Advisory Council will be established, which will be comprised of parents, Student Learning Advocates, administration, select students, and local community members. The Advisory Council will work collaboratively with the Governing Board and school administration to offer recommendations for continual School improvement, fundraising and safety. Governing Board meetings will include a standing agenda item for a report from the Advisory Council and/or comment opportunity for public comment. Additionally, an annual Parent/Student Satisfaction Survey will be administered in the interest of incorporating apparent satisfaction into the overall evaluation and success of the school.

Parent involvement is an important component for student success. Parents will be encouraged to attend “Parent Night” meetings which provide parents and guardians the opportunity to learn about the school, meet with administrators to discuss student progress and learn tips on how to support student learning and attendance. These will be held at specific locations throughout the state. Other parent involvement activities include volunteering during student field trips and activities, career fairs, and student graduation activities. As applicable, parents may share their career experience and expertise during a student career seminar. Effective communication and a positive relationship with parents will promote and encourage parent support and involvement in the school.

Process for Dissemination of Information

Parents and community members will be informed about the development of the school via the school’s web site, blog, and various social media. Informational sessions will be scheduled at the various Student Support Centers. Parents and students will be informed of these sessions through our website and email messenger program.

Program to Encourage Parental Involvement

The school will seek to actively involve parents as much as possible. Parents are

encouraged and reminded of the role they play when their children are enrolled in an online learning environment:

The Role of the Parent/Guardian

11. Available to supervise the student while the student is completing his/her school work.
12. Contact should be maintained with your Student Learning Advocate or anytime you have a question.
13. Adhere to Indiana Agriculture & Technology School's attendance policies. Immediately inform your Student Learning Advocate of any illness or extended time away from your child's studies.
14. Provide proper documentation to the GENIUS of any email address, phone number or residency changes.
15. Participate in universal screening and interventions, including but not limited to NWEA and all state-mandated testing. It is the responsibility of the parent to provide transportation to all on site, state-mandated testing.
16. Provide health records annually.
17. Notify your Student Learning Advocate if you have a technical issue that prohibits your child from completing school work based on their academic plan.
18. Liability for the school's equipment and materials is the responsibility of the parent.
19. Parents will be encouraged to participate in field trips, informational sessions, and all student activities.
20. Parents will also be invited to become a part of the School Advisory Committee.

Safety and Security

Indiana Agriculture & Technology School is committed to providing a safe and orderly environment and protecting the health, safety, and welfare of all students. To that end, the school expects students, administration, faculty, and staff to support the vision of providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

Student Acceptable Use of Technology Policy

All students and parents will be required to sign the Acceptable Use of Technology Policy as a part of the enrollment process. As students and their families choose to use their own computers, they must still sign and abide by this policy.

Acceptable Use of Technology Policy

Students are responsible for appropriate behavior on the school's computer, just as they would be in a brick and mortar classroom or at a school event. Communications on the Internet are often public in nature.

Students are personally responsible for their actions in accessing and utilizing the school's computer resources.

Students are advised never to access, keep, or send anything they would not want their parents or Student Learning Advocates to see. Regarding privacy, computer storage areas may be treated like "traditional" school lockers. The school will supply each student with an e-mail account that will be stored and maintained on the school e-mail server.

School administrators reserve the right to monitor any student e-mail communication that passes through school e-mail servers. Administrators may review communications files to maintain system integrity. This will insure that students are using the computer system responsibly.

Students should not use profane, abusive, or impolite language when communicating online.

Students should not access any materials that are in violation of school rules and policies. If students encounter such material by accident, they should report it to their parents/guardians immediately who should then contact the school with this information.

Username and Passwords

Students must use their own usernames and passwords. Sharing usernames and passwords is strictly prohibited. Students may not use another person's account. Students are responsible for making sure their passwords are private and secure. Students should not publicly share their own personal contact information, or anyone else's, without express written permission. Unauthorized access to the school's web site, servers, and systems is strictly prohibited.

The school expects students to observe the following rules of online behavior:

- Students will only access the Internet for educational purposes
- Students will restrict their access to material deemed appropriate by staff and parents
- Students will use appropriate conduct toward others
- Students will observe and respect license and copyright agreements

- Students will keep passwords and personal information confidential. (Student names, telephone numbers, and addresses should not be revealed over the Internet)

The following types of access are inappropriate uses:

- Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination
- Using the access for illegal acts
- Attempts to access any resources that are restricted, confidential or privileged
- Posting chain letters
- Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment
- Granting Internet or network access to unauthorized persons intentionally or unintentionally, or failing to notify a Student Learning Advocate or administrator if you suspect someone of using your password
- Posting personal contact information
- Agreeing to meet someone met online without parental approval and under the supervision of a Student Learning Advocate or authorized adult
- Attempts to disrupt access
- Causing damage to, or changing function, operation or design of, the technology
- Using obscene, profane, lewd, vulgar, rude, inflammatory or threatening language
- Harassing another person
- Posting false or defamatory information
- Plagiarizing information found on the Internet
- Disregarding the rights of copyright owners on the Internet
- Posting web pages without the consent of a Student Learning Advocate or authorized adult
- Buying or selling any products or services

In the instance where a loaner or other computer is provided by the school:

Every school-issued computer is pre-installed with an Internet content filter pursuant to federal regulations. The filter is not to be removed because it blocks access to sites deemed inappropriate, as well as sites that have no educational value. Social networking sites, pornography, gambling, and proxy sites are blocked through the filter. Use of instant messenger applications is not permitted on school issued computers and is also blocked.

Most web-based e-mail sites are blocked, as these sites have instant messenger functions built into them. These sites include Yahoo Mail, Gmail, Hotmail, and AOL Mail. The school provides student e-mail accounts. These accounts are the only e-mail accounts needed to communicate with Student Learning Advocates, Instructional Supervisors and

any other staff.

Parents must monitor their children's compliance with these standards. Students who violate these standards may face a loss the loss of school-owned computer equipment, other disciplinary measures and/or legal action.

Technology Specifications and Requirements

All students will be expected to start school with an acceptable laptop, smart device or tablet capable of accessing and utilizing the curriculum. The following minimal requirements are required. (See Edgenuity Minimum System Requirements)

Students will have access to technical support from 8-8, M-F. Students may contact the tech support help desk via email or by phone. A chat feature will be provided. All calls will be returned in 24hrs.

Plagiarism and Academic Honesty

Indiana Agriculture & Technology School maintains a positive learning environment for all students, faculty and staff. Students are expected to respect one another, have academic integrity, and submit work that is their own. Students are required to conduct themselves honestly at all times. Students are responsible for understanding what behavior constitutes plagiarism and cheating, and properly crediting sources when submitting work.

ACCORDING TO THE MERRIAM-WEBSTER DICTIONARY, TO "PLAGIARIZE" MEANS

- to steal and pass off (the ideas or words of another) as one's own,
- to use (another's production) without crediting the source,
- to commit literary theft, or
- to present as new and original an idea or product derived from an existing source.

Consequences for Plagiarism

If plagiarism occurs student must re-submit the assignment containing original work with proper citation.

Minor Infraction:

1. If the student does not re-submit the assignment in a timely fashion determined by the teacher, the student will receive a "0" on that assignment.
2. If this is the first time the student has plagiarized, and the infraction is minor, i.e. failure to include quotes or a specific citation to a reference, or inadvertent

collaboration between students in the same locale, the student may receive up to 90% credit on the assignment based on the quality of the work. This assumes the student resubmits the work in a timely fashion.

3. A second minor infraction will result in the student being able to receive up to 50% credit on the assignment based on the quality of the work. This assumes the student resubmits the work in a timely fashion.

Major Infraction:

1. For a first-time serious infraction, i.e. copying entire bodies of work from another student and presenting it as their own, hiring a student to complete work, using or sharing answer keys, etc. the student may be able to receive up to 50% credit on the assignment based on the quality of their work, assuming the student resubmits the work in a timely fashion, as indicated by their teacher.
2. Additional serious infractions or subsequent minor infractions will result in the student earning a grade of zero (0) for the assignment. In addition, in cases involving repeat, serious infractions, the student may be removed from the course with a failing grade. Extreme cases may result in dismissal from Indiana Agriculture & Technology School.

Anti-Discrimination Policy

No student will be excluded from participation in the Indiana Agriculture & Technology School on the basis of race, color, religion, gender, gender identity, nation of origin, or disability. Students applying to Indiana Agriculture & Technology School will be admitted based on academic record, potential for success in an online learning environment, and adequacy of support network for the student who will be working in the home environment.

Section 504 of the Rehabilitation Act of 1973

The Indiana Agriculture & Technology School, under Section 504 of the Rehabilitation Act of 1973, does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. Indiana Agriculture & Technology School has the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school, he/she has the right to a hearing. If there are questions, please feel free to contact the Executive Director of the school.

Family Educational Rights and Privacy Act

Under the provisions of the Family Educational Rights and Privacy Act of 1974, parents

of currently enrolled students under the age of 18 have the right to:

1. Inspect and review their student's educational records;
2. Request the amendment of their student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. Consent to the disclosure of personally identifiable information contained in their student's educational records, except to the extent that this act and its regulations authorize disclosure without consent;
4. File with the U.S. Department of Education a complaint under the provisions of the Act concerning alleged failures by the district to comply with the requirements of the Act; in accordance with state and federal privacy laws, students who attain the age of 18 may transfer certain rights related to their academic records.

No member of Indiana Agriculture & Technology School is authorized to release student information without the written permission of the student's parent or legal guardian. Names and images of Indiana Agriculture & Technology School students will not be published in print, video/film, or on our public website without written student and guardian consent.

Edgenuity Minimum System Requirements

Operating Systems ¹		Browsers ²	
Android™ 4.3	Windows® 7	Google™ Chrome™ 35+	
Apple iOS 7.x	Windows 8	Firefox® 45+	
Mac® OS® X 10.7.5+	Windows Vista™	Internet Explorer 11	
Chrome™ OS 35	Windows 10	Microsoft Edge	
	Windows RT	Safari® 6.0+ (Requires 10.7.5+)	
Processor		Network / Speed Connection ³	
PC: 2.33GHz AMD® -or- Intel® Core™ Duo 1.83 GHz		LAN 100/1000 switched to desktop	
Mac: Intel Core Duo 1.33 GHz		Internet access 384 kbps per concurrent user	
Memory & Hard Disk Space		Sound ⁴	
2 GB RAM		OS supported sound card	
1 GB available disk space for browser cache		Speakers or headsets (recommended)	
Display		Plug-Ins ⁵	
1280 x 1024 resolution		Adobe® Flash® Player 18+	
16-bit color		Java® 1.8+	
128 MB graphics memory		Adobe Acrobat® Reader® 11+	
Example Mobile Devices ⁶			
Android:		Chromebook:	iPad:
Google Pixel C Samsung™		Acer® Chromebook 15 C910	iPad 4
Galaxy Tab® 3		Dell™ Chromebook 11	iPad mini™
Dell Venue 10 7000		Chromebook Pixel	

PLEASE NOTE:

- The Android operating system is supported by Edgenuity, but the Android browser is not. Android users should download and only use the Chrome browser to access Edgenuity.
Windows based tablets and the Windows RT operating system is fully supported by Edgenuity when using Edgenuity 3000+ series courses.
- Chrome browser versions 42 or later may not allow functionality for some plug-ins.
Internet Explorer 9 – 10 is no longer supported after June, 2016.
- A slow Internet connection will affect the performance of multimedia elements found in the Edgenuity courses.
- Students will need access to audio capabilities including speakers and/or headsets.
- All instructional computer stations will need sufficient network-user permissions to ensure full functionality when using certain plug-in applications.
Adobe Flash may be required when using courses containing Chem Labs and PowerSpeak.
Java is required for Districts using the Secure Station feature.
- Example devices listed above have been tested to be functional when using Edgenuity. Other Chromebook devices not listed may be used providing they meet the minimum requirements. Smart phone and smart watch use is not supported by Edgenuity.
Smart phone and smart watch devices are not supported by Edgenuity.

Thank you!

Below is the information you submitted to the Indiana Department of Education on 07-19-2018 for the Safe Schools and Emergency Preparedness Planning Certification Form.

School year	2018
County	Morgan
School corporation number	9505
School corporation name	Indiana Agriculture & Technology School
Primary School Safety Specialist	Keith Marsh
Primary School Safety Specialist Email	kmarsh@indiana.ag
Superintendent printed name	Keith Marsh
Superintendent Email	kmarsh@indiana.ag
Superintendent signature	
Date	07-19-2018

INDIANA AGRICULTURE & TECHNOLOGY SCHOOL EMERGENCY PLAN

Rationale

- To provide administrators, faculty, and staff members with step-by-step procedures for dealing with any crisis situation.

Crisis Defined

- Any event or activity that interferes with the normal operation of a school facility or school system and/or endangers the safety and well being of students and faculty members.
- Whether on or off school grounds, a crisis can impact a single building or the entire school system, depending on its nature.

Implementation of Plan

- All steps of this plan are to be followed with priority given to securing the safety of the students, faculty, and staff. Notification of agencies should take place simultaneously.

Steps for Developing and Managing a School Safety Emergency

1. Meet annually with Internal Response Team/Committee to review activities.
 - a. Committee consists of:
 - i. School Administrator
 - ii. NHJUSC Administrator
 - iii. Faculty
 - iv. Farm Campus Manager
 - v. School Nurse (If Available)
 - vi. Local Law Enforcement
 - vii. Local Fire Department
 - viii. County Emergency Management Agency
2. Develop/Update Emergency Action Management System.
3. Develop crisis plans for specific emergencies.
 - a. Definition of Emergency Crisis Situations
 - i. An emergency crisis is a situation which demands an action and/or service to resolve an unexpected or unplanned event that may threaten the emotional or physical status of staff members or students.
 - ii. The following are examples of emergency crisis situations.
 1. Suicides of students, parents, siblings, friends, or staff members.
 2. Violent deaths within the school family.
 3. Deaths by natural causes within the school family.
 4. Natural disasters, such as floods, tornadoes, or fires.
 5. Environmental disasters such as chemical leaks or industrial accidents.
 6. Bomb or other threats.
 7. Hostage situations.
 8. Intruders.
 9. Facility/farm campus incidents, which require special attention, such as, water leaks or power outages.
 10. Rumors of threat to student or staff safety.
 11. Major accidents or illnesses of students, parents, or staff members.
 12. Assault or rape.
 13. Shootings or stabbings.
 14. Kidnapping/missing child.
 15. Child abuse.
 16. Accidents to staff or students to or from school.

Measures to Promote an Open Climate

Advance preparation permits objectivity which is not always present in time of stress. Readiness helps lessen the impact of a disturbance. Preliminary consideration of the following elements may prove helpful.

Students

- Communicate with and listen to students.
- Promote situations which lead to communication. Encourage and promote frequent interaction among faculty, pupils, and administrators.
- Be easily accessible to any and all students who might want to approach you.
- Encourage open forums to provide students with the opportunity to speak or hear others speak on topics of general interest.
- Generate strategies to encourage full student participation in school life and school activities. Student participation encourages identification with and acceptance of the school program.
- Provide time, place, and opportunity for the free expression of personal views by students.
- Encourage and provide opportunities for student leaders to set an example.
- Involve student participation in the formulation of positive, reasonable and constructive behavioral guidelines.
- Foster the resolution of problems by students through calm intelligent discussions. Candid answers beget candid statements of concerns and observations.
- Maintain an avenue for the equitable resolution of student's grievances.
- Communicate from the outset the limitations of your authority, but indicate the "next step" for students if your available actions don't satisfactorily settle the issue.
- Support and accompany any denial of student individual or group request with reasons.
- Ensure student awareness and understanding of school rules; identify penalties.

- Enforce disciplinary regulations against students whose repeated misbehavior may lead to more serious or violent incidents.
- Exhibit patience, determination, tact, honesty, discretion and above all an understanding of existing problems. Maintain an open ear.

Parents—Community

- Encourage community involvement.
- Establish and cultivate systematic contact with parents and parent organizations as well as with those community groups, which have a bona fide interest in the school.
- Enlist, organize, and train volunteer parents and school staff who have offered to help in the event of student or community unrest.
- Develop, publicize, and enforce a system, which authorizes campus visitations and excludes unauthorized visitors.

Teachers

- Emphasize, develop, and maintain good teacher-pupil relationships. Stress understanding. Avoid indifference.
- Make use of in-service training opportunities.
- Facilitate and implement a teacher “buddy system” to provide awareness, cooperation, and assistance to student body.
- Develop some means to relay quickly information about ominous problems occurring.
- Provide orientation and review regularly to acquaint all personnel with security procedures.

- Teachers are not to talk to media, outside personnel, and/or parents at any time during any emergency crisis.

Preventive Measures

1. Establish procedures, relationships, and communication
 - A. Communicate on the first day of the school year to all students, parents, teachers, and other employees of the Board the official time for the opening and closing of the school day; also, inform them of the earliest and latest times for students to be on school premises or grounds without authorization.
 - B. Evaluate continuously the school grounds to identify problem areas and situations needing attention.
 - C. Ensure that doors, gates, and entrances to unused areas are locked as applicable.
 - D. Secure all school entrances except the main entrance during the day.
 - E. Maintain constant observation of the farm campus.
 - F. Provide for spot checks to assure complete securing of school property prior to end of school day.
 - G. Institute and test regularly a communication-alarm and emergency procedure system.
 - H. Consider an “emergency crisis” kit, readily accessible in case of an emergency.
 - I. Check regularly the working order of public address and radio program along with operation of emergency equipment kit items.

- J. Forge and maintain cooperative working relationships with all local law enforcement agencies.
 - K. Maintain good relations with the media.
 - L. Initiate procedures for dealing with unmanageable students and outside intruders, which preclude, if possible, initial physical contact by the school staff with such students and intruders.
 - M. Establish as routine practice the maintenance of a log listing date, time, location, individuals involved, and nature of all incidents and disturbances.
2. Develop an emergency plan.
- A. Have plans for on-campus and off-campus emergencies.
 - B. Establish at the beginning of each school year a crisis management team with members who will be the leaders in emergency situations.
 - C. Have a plan for informing the media of an emergency and for giving regular and frequent updates. A media area should be established in an easy-to-access area that is away from the main crisis control center in the school. Designate one spokesperson to work with the staff in preparing and sharing information.
 - D. Establish a chain of command and a chain of communication so that important information is available to the person in charge.
 - E. Know and plan to use every possible means of communications.
 - F. Expect rumors to be a problem. Plan to counter rumors with accurate information disseminated through reliable channels.
 - G. Plan for support services.
 - H. Train teachers and other staff in basic emergency actions.
 - I. Plan for transportation of students away from the emergency site.

- J. Prepare and maintain an emergency information kit.
- K. Need to have accurate records of who is to pick up student(s) other than family member(s).

INTERNAL RESPONSE TEAM

- The Internal Response Team, (IRT), consists of school administration and staff personnel who have the responsibility of managing the crisis situation. Each member will understand his/her specific responsibility.
- The IRT consists of the following individuals:
 - **EXECUTIVE DIRECTOR/CHIEF ACADEMIC OFFICER**
 - SECURITY TEAM**
 - **IATS AGRICULTURE DEPARTMENT CHAIR**
 - **IATS STUDENT LEARNING ADVOCATE**
- Each team member will be responsible for specific duties outlined by the Emergency Action Plan. Chain of Command will be in effect during any crisis situation.

Specific Procedures for the Internal Response Team

- The IRT makes a preliminary assessment of the situation to determine the nature of the crisis and the appropriate response.
- The Executive Director/Chief Academic Officer will handle all communication with the press.
- No statements should be made to the news media or people at the scene of the incident regarding the cause or nature of the incident.
- Communication with the faculty and support staff will come from the Executive Director/Chief Academic Officer.
- Specific crisis responsibilities are listed below.

CRISIS RESPONSIBILITIES FOR IRT MEMBERS

- **EXECUTIVE DIRECTOR/CHIEF ACADEMIC OFFICER:**
 - Activates and supervises the activity of the Internal Response Team.
 - With assistance from the Public Relations Director, handles all communications (oral and written) with the media. Works with agency media rep when appropriate.
 - Confers with the IRT to determine the nature of the crisis and the appropriate response.
 - Communicates all matters with the Administration from Nineveh-Hensley-Jackson United School Corporation.
 - Works with the IRT members to coordinate any movements to be made with the school.

- **SECURITY TEAM:**
 - Works closely with the Executive Director/Chief Academic Officer as support personnel.
 - Arranges for and coordinates any security needs.
 - Along with other key IRT members, interviews any faculty, staff, and/or students involved in the incident.
 - Along with other key IRT members, contact parents if necessary.

OUTSIDE CONTACTS WHO ARE TO BE NOTIFIED

- **Tim Edsell, Superintendent – Nineveh-Hensley-Jackson United School Corporation**
- **Andy Cline, Assistant Superintendent – Nineveh-Hensley-Jackson United School Corporation**
- **Allan Sutherlin, Board President – Indiana Agriculture & Technology School**
- **Peter Beering, Board Member – Indiana Agriculture & Technology School**

IMPORTANT TELEPHONE NUMBERS

All Major Emergencies	911
IATS Administration	317-953-1305
NHJUSC Administration	317-878-2100

Miller Transportation**317-244-8599****Trafalgar Police Department****317-878-2174**

Trafalgar Fire Department	317-878-4291
Morgantown Fire Department	812-597-1120
Johnson County Sheriff	317-736-9155
Morgan County Sheriff	765-342-5544
Indiana State Police	1-800-582-8440
Johnson County Emergency Management	317-346-4655
Johnson County REMC	317-736-6174
Indiana Poison Control	1-800-222-1222
Child Protection Services (CPS)	1-800-800-5556
National Hotline Missing Child	1-800-843-5678
Turning Point 24-Hour Crisis Line	1-800-221-6311
WeTip Crime Prevention	1-800-782-7463
Environmental Emergency Response	1-888-233-7745
American Red Cross	317-684-1441

Visitor Procedures

Visitors

- Any person who is not an IATS staff member or student.
- All visitors must enter through main entrance of the farm campus.
- When entering they must show personal ID to secretary working the main desk and write their name on the visitor sign-in sheet.
- Secretary will check visitors name to make sure it matches the name and person on the ID given.
- Visitor will be given an IATS visitor badge that must be worn at all times while on school grounds.
- Any person wanting to visit must make arrangements 24 hours prior to visit.

IATS Visitor ID Badge

- All staff members must wear IATS ID badge while on school grounds
- All visitors must wear IATS badge while on school grounds

- If a staff member notices an unknown person without proper ID, they should immediately escort them to a proper location to acquire proper IATS badge.

ASSAULT & BATTERY/VIOLENCE

In the event of the above, the emergency procedures for the IRT would be put into motion immediately. The process that should take place is as follows:

1. IMMEDIATE ACTION

- Assess the situation. Questions that you should be asking are;
 - What is the condition of the victim?
 - Where is the victim and can we be of any assistance?
 - Did an outsider or another student commit the crime?
- Once you have assessed the situation, report it to an administrator immediately. Until all the information is gathered, teachers are to remain with their class and maintain building security. We will hold students, if necessary, until the situation is under control.

2. IRT RESPONSE

- Once the Internal Response Team is notified, the next procedures will take place.
 - Contact law enforcement (uniform officer) and medical assistance if needed.
 - Notify faculty and staff of situation.
 - Direct students to return to class, clear hallways, and hold students in class until administration clears the situation.
 - Secure building to stop all movement within the building.
 - Monitor school grounds making notes of vehicles and occupants that are exiting or entering the campus.
- Control access to all phones on campus.
- Contact appropriate officials.
- Contact parents of those students involved in the incident.
- Conduct follow-up in writing of the events that took place and prepare a summary by completing the fact sheet.

BOMB OR OTHER THREATS

In the event of a bomb threat, the first line of defense is usually the member of the support staff who receives the call. The first priority for the staff member is not to panic. Information is vital to the solution to the threat. If you receive a bomb or other threats, please follow the specific guidelines:

1. IMMEDIATE ACTION

- Always take a bomb or other threats seriously.
- Remain calm and ask the caller to speak at length. Attempt to gain attention of a co-worker to inform an administrator.
- The administrator shall inform authorities.
- The person receiving the call shall attempt to gain pertinent information.
- Document all information on the Bomb or Other Threat Information Sheet.
- Once the call is complete, do not use the phone where the threat came from until authorized personnel clear the situation.

2. ACTIVATE THE EMERGENCY PLAN

- Evacuate all students when deemed necessary.
- Contact appropriate law enforcement agency, specifically the fire department.
- IRT team will walk the grounds to see if there is anything out of the ordinary such as unattended book bag, sack, boxes, etc. Do not move the article from its location. If a faculty or staff members notice such items, they are to report that to an IRT member.
- If the threat is directed specifically at a faculty, staff, or student, a member of the IRT team will meet with the person and discuss the matter. All security measures will be implemented to ensure the safety of all faculty, staff, and students.
- Conduct a follow-up in writing the events relating to the emergency and prepare a summary by completing the fact sheet.

KIDNAPPING/MISSING CHILD

1. IMMEDIATE ACTION

- Assess the situation from the IRT and follow with a predetermined plan.

2. ACTIVATE THE EMERGENCY PLAN

Kidnapping:

- Contact the parents to make sure they have notified authorities. The IRT team can assist in giving the authorities any and all pertinent information concerning the child and any possible problems they may have had at school.
- On recommendations from authorities, the IRT will follow up with any students that may know the child or are close friends with the student. We will also provide names and numbers of the student's known associates and friends.
- Conduct a follow-up in writing the events relating to the emergency and prepare a summary. Complete the fact sheet.

Missing Child:

- A student could be missing if they did not arrive to school in the morning or did not make it home after school.
- IRT will check the teacher's records for attendance. The student could have left earlier than the regular dismissal time.
- On recommendations from authorities, the IRT will follow up with any students that may know the child or are close friends with the student. We will also provide names and numbers of the student's known associates and friends.
- Conduct a follow-up in writing the events relating to the emergency and prepare a summary. Complete the fact sheet.

FIRE

1. IMMEDIATE ACTION

- Assess the situation and determine the extent of the problem. Initiate the IRT to activate Emergency Plan Program.

****We will follow the emergency plans of the facilities we are using as part of our academic program.**

2. ACTIVATE EMERGENCY PLAN (Farm Campus)

- Follow evacuation procedures and exit the grounds. All rooms have been supplied with specific instructions on directions to evacuate the building.
- Faculty members must account for all students in their charge.
- Secure the area and make sure the location is cleared.
- Fire Department should be automatically notified.
- Follow up with a 911 call immediately.
- Inform the fire department of all information concerning the fire. School Personnel will meet fire department to provide detailed information.
- An IRT member will inform parents of the situation and procedures.
- Conduct a follow-up in writing the events relating to the emergency and prepare a summary. Complete the fact sheet.

SEVERE WEATHER

1. IMMEDIATE ACTION

- The IRT team will assess the situation continuously monitoring the weather through the weather alert system.
- **Tornado Watch (conditions favor a tornado)**
 - The school will continue normal activities with all Physical Education activities remaining indoors.
- **Tornado Warning (a tornado has been sighted and may be approaching)**

- The IRT will activate the Emergency Plan.

****Tornado Drills are conducted four times a year in compliance with state regulations.**

2. IMMEDIATE ACTION

- Initiate the Tornado Evacuation plan by a P.A. system.
- Follow the evacuation procedures and proceed with all students to the pre-designated tornado shelter on the farm campus.
- Faculty members must take attendance of their students once they reach their pre-designated area. Keep students safe and calm and be alert for further announcements.
- Supervise parent activity. Delay students leaving with parents until the emergency is over. An IRT member will inform parents of the situation and procedures.
- Conduct a follow-up in writing the events relating to the emergency and prepare a summary. Complete the fact sheet.

HAZARDOUS MATERIALS EVACUATION

In this situation, the school would rely heavily on local authorities and the Environmental Emergency Response Team for advice and procedure. The IRT would be called into immediate consultation with the outside agencies. Protocol would dictate that the school would follow the lead of the authorities as to possible evacuation or any other activity necessary to ensure the safety of staff and students. The following procedures would take place as follows:

1. ACTIVATE EMERGENCY PLAN

- Announcement of possible hazard conditions would be announced to the faculty, staff, and students in conjunction with local authorities.
- If evacuation is to occur, we will make an announcement through the P.A. system. Everyone must vacate the area. Faculty members must stay with their students at all times.
- Arrangements have been made with Nineveh-Hensley-Jackson United School Corporation to have students transported to their (site). No students will be allowed to leave unless permission is secured from a parent.
- We will call Nineveh-Hensley-Jackson United School Corporation Transportation Services to pick up our students. Once we have reached our destination, teachers must account through roll call of their students.
- Once the situation is deemed safe by the advice of local authorities, the faculty, staff, and students would return to the farm campus.
- If determined that we cannot return to school, the IRT will call parents to notify them of the situation.
- Conduct a follow-up in writing the events relating to the emergency and prepare a summary. Complete the fact sheet.

BIOLOGICAL ATTACK/RELEASE/OUTBREAK

1. IMMEDIATE ACTION

- Assess the situation.
 - Symptoms may not present themselves for 1-20 days, depending on the biological agent, and may include
 - Fever, headache, chills, sweating, weakness, and fatigue
 - Joint and muscle pain
 - Respiratory distress, difficulty talking or eating
 - Nausea

2. ACTIVATE EMERGENCY PLAN

- The administration will be notified and will investigate the problem.
- Call 911
- Ensure local health department is contacted
- Conduct attendance audit of visitors, staff and students
- Conduct a follow-up in writing the events relating to the emergency and prepare a summary. Complete the fact sheet.

HOSTAGE TAKING

Some basic items that all faculty and staff members should be aware of:

- Please be aware of any suspicious activity occurring at all times within your surroundings and on the farm campus.
- Be aware of any individual who you do not know. If you feel comfortable, you can ask the person if they need any assistance and direct them to the administration office.
- Do not panic. The first priority is the safety of the students, as well as yourself. How you handle the situation will dictate how the students respond.

1. ACTIVATE EMERGENCY PLAN

- In the event of a hostage situation, notify the Executive Director/Chief Academic Officer.
- Relay accurate information such as where is the event occurring, how many are involved (perpetrators and hostages), what demands, if any have been made, and is anyone injured.
- Someone from the IRT or Law enforcement will inform the parents of the situation and procedures.
- After the grounds are secured and by notice of the law enforcement agencies, evacuation of the farm campus will take place.
- Conduct a follow-up in writing the events relating to the emergency and prepare a summary. Complete the fact sheet.

ACTIVE SHOOTER

Some basic items that all faculty and staff members should be aware of:

- Please be aware of any suspicious activity occurring at all times within your surroundings and on the farm campus. Do not approach any suspicious person. Report person to administration.
- Be aware of any individual in the school who you do not know. If you feel comfortable, you can ask the person if they need any assistance and direct them to the administrator.
- Do not panic. The first priority is the safety of the students, as well as yourself. How you handle the situation will dictate how the students respond.

1. ACTIVATE EMERGENCY PLAN

- In the event of an active shooting situation, the Executive Director/Chief Academic Officer or his/her designee shall issue a one-word command over the PA system.
- Inform students to remain calm and alert for further announcements.
- All students will be escorted to the farthest distance on the farm campus from where the incident is happening.
- IRT team will notify Law Enforcement immediately informing them of who, what, which school, and current status. The IRT will assist with authorities
- Work with law enforcement agencies to supervise all activities on the grounds.
- Someone from the IRT or Law enforcement will inform the parents of the situation and procedures.
- After the grounds are secured and by notice of the law enforcement agencies, evacuation of the farm campus will take place. Students will be escorted to Nineveh-Hensley-Jackson United School Corporation. Once authorized by authorities, students will be released back to the school for transportation home.
- Conduct a follow-up in writing the events relating to the emergency and prepare a summary. Complete the fact sheet.

HOSTAGE SITUATION - SCHOOL BUS

1. IMMEDIATE ACTION

- Assess the situation
 - The administration will investigate the problem.
- Determine extent of the problem and if assistance is needed
 - If assistance is needed the administration will follow predetermined plan.

3. ACTIVATE EMERGENCY/CRISIS PLAN

- **Notify Law Enforcement**
 - Call 911.
 - Tell them who, what, which bus, location, and current status.

BUS DRIVERS

- **HELP KEEP THE PEACE**
 - Prevent anyone from getting hurt.
 - Consider the consequences of your actions.
- **BE PATIENT**
 - Students will follow driver's demeanor.
- **REMAIN CALM**
 - Time is on your side.
 - Negotiations resolve most situations.
 - Use of force is a greater risk.
- **DO NOT BE CONFRONTATIONAL**
 - This may cause unnecessary harm.
- **COMMUNICATE**
 - Driver should try to advise supervisor/police of the situation by radio.
 - Try to keep the microphone open.
 - Try to give as much descriptive information over the radio as possible.
- **BE GOOD WITNESS**
 - Make a mental picture of the hostage taker and any weapons.
- **GO ALONG TO GET ALONG**
 - Cooperate as much as possible.
 - Make radio/phone calls if asked.
- **IF POLICE COME**
 - Avoid giving away their position/actions.
 - Be prepared for loud noises/shouting to distract captors.
- **KNOW YOUR PASSENGERS**
 - Report suspicious persons.
 - Knowledge of passengers may be helpful if a student is the aggressor.